DOCUMENT RESUME

ED 233 136 CE 036 460

AUTHOR Grisafe, John P.
TITLE Vocational Assessment Handbook.
INSTITUTION Riverside County Superintendent of Schools, Calif.
PUB DATE Jan 83
NOTE 144p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Vocational Education; Aptitude Tests; Career Education; Guidelines; Interest Inventories; *Occupational Tests; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Standardized Tests; *Vocational Aptitude; Vocational Education; *Vocational Evaluation; *Vocational Interests

ABSTRACT

This handbook provides an introduction to the use of vocational assessment instruments and an overview of 69 vocational assessment instruments. Vocational assessment guidelines offer suggestions for planning and implementing a vocational assessment program that emphasizes objective data. Topics covered include defining the goals and population, instrument selection and use, administration, scoring, and interpretation. A discussion of standardizing assessment results follows. Appendixes to these sections include a list of interest areas and work groups, interest inventory translations to work groups, conversion charts and worksheets, a vocational interview form, and a work motivators checklist. The reviews of the vocational interest and ability assessment instruments are arranged in alphabetical order by title. Each one-page review provides this information: title, copyright, vendor, type/use of instrument, target population, instrument format, scoring, interpretive format, reading level, and administrative time. A space is provided at the end of each review for notes, and blank review sheets are included. An assessment review chart identifies the major factors of the instruments included in the manual. A list of the instrument vendors with the corresponding assessments they supply is appended. (YLB)

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VOCATIONAL ASSESSMENT HANDBOOK

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January 1983

CE036460

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VOCATIONAL ASSESSMENT HANDBOOK

INTRODUCTION

The information provided within this document is intended to give an introduction to the use of vocational assessment instruments and an overview of a number of vocational assessment instruments. This document is in no way intended to be a complete survey of the vocational assessment field, but it is intended to give the user a quick reference to many of the popular assessment instruments presently in use. This document should be supplemented with further research of the literature, discussion with active professionals, and direct experience with these instruments if the reader is really interested in becoming involved with vocational assessments.

This handbook is intended to be a dynamic document to coincide with the dynamic aspects of the vocational assessment field. To meet this need blank review sheets have been provided so the reader can develop additional reviews on new assessment instruments. Additionally, this handbook has been designed to allow the inclusion of the reader's personalized notes. A space has been provided at the end of each instrument review to make it convenient to add factors of personal interest to the reader.

For quick reference, there is a chart identifying the major factors of the instruments included in this document. This chart can be used to quickly scan for potentially appropriate instruments which could meet the reader's specific needs. Additionally, in the back of the handbook there is a list of the instrument venders with the corresponding assessments they supply. This list is useful when and if you order a combination of these instruments to expedite vender identification. Both of these sections are designed to facilitate the use of the individual assessment reviews.

Hopefully, this document will answer some of the reader's questions about vocational assessment while at the same time increasing interest for further investigation of this field.

VOCATIONAL ASSESSMENT GUIDELINES

Vocational assessment provides information that will assist in determining an individual's interests and abilities as they relate to the world of work. Information relative to an individual's vocational interests and abilities can be collected using various subjective methods or through the use of standardized objective assessment instruments. A comprehensive assessment program will utilize both techniques. The following guidelines describe how to set up a vocational assessment program which emphasizes the use of objective standardized assessment instruments as the primary source of information. The aim of the following guidelines is to gain as much objective information as possible and keep subjective information to a minimum. Therefore, these guidelines are intended as suggestions for planning and implementing a vocational assessment program which emphasizes objective data.

Vocational assessment is most effective if it is part of a total career education program. A program in which some activities occur before the assessment to assure that there will be something to assess, and a program in which activities occur after the administration of the instruments, resulting from the information generated from the assessments. Such a program should strive for occupational awareness, self awareness and skill development before the assessments occur. It also plans for career counseling, vocational education/training and further vocational exploration if needed after the assessments. Such a program will insure the meaningful use of vocational assessments and improve the validity of the assessment results obtained.

Vocational assessment should always be considered in conjunction with other data both internal and external. Internal information to consider would be medical history, academic achievement, work history, personality and values. External factors to consider are cultural/social background, the home environment, demographics, and the labor market.

The World of Work:

Before looking at vocational assessment one needs to look at the world of work. It is important that we get a better picture of what this world of work is like and how vocational abilities and interests relate to it. It is helpful to analyze the patterning of abilities and interests separately before looking at them in unison.

First, let us examine vocational abilities and how they relate to the world of work. If we examine abilities as they relate to the total world of work we find two abilities domains: competitive (community) employment, and non-competitive (sheltered) employment. Competitive employment is made up of all the diverse occupations that are traditionally recognized as the world of work. The non-competitive domain consists of the various types of sheltered employment settings which are designed for individuals who cannot actually compete for jobs. Such settings include day care settings, work activity centers and sheltered workshops, which are all designed for handicapped individuals to allow them to work under specialized supervision and at appropriate work tasks. The non-competitive domain is linear in nature. This means that day care settings require less skills than work activity centers, and work activity centers require less skills than sheltered workshops. There are also unique work settings for even higher skilled individuals which bridge the gap between non-community and community employment, these are called transitional sheltered workshops. Such transitional workshops are short term work readiness programs for individuals who need extra assistance and preparation prior to entering the competitive employment domain.

All individuals progress along the same general sequence of abilities development, but at various rates and to various levels. Most people acquire the necessary basic skills for community employment by the early or mid-teen years. For some individuals, such as, disabled or handicapped persons, they may not complete their development through the full non-competitive domain of basic skills. Thus, these individuals would not have the full complement of basic skills needed for competitive employment. For these individuals, the highest sheltered employment setting commensurate with their abilities would be their appropriate work placement.

If an individual gains the basic occupational skills in the necessary areas of verbal/spatial/cognitive, sensory/motor, and emotional/coping (McCarron & Dial, 1976, p. 13) to meet the minimum requirements of the competitive domain, then the whole development pattern changes from linear to multidimensional. Once the individual has accumulated the basic level of work skills, then the question is not only how much skill the person has, but also the pattern and interrelationship of these skills. Though this is a consideration for non-competitive employment, it is a much more critical consideration for competitive employment. Non--competitive employment, has only three basic forms, which were mentioned before as day care, work activity, and sheltered workshop. In comparison, there are 12,099 different competitive occupations in the United States. Therefore, the differences and diversity of competitive occupations in ability requirements is much more varied than non-competitive employment (Robinson, 1979, p. 26). Competitive employment occupations are so diverse in the skills that are required that it is almost overwhelming.

To better understand the total picture of the world of work and the relationship of non-competitive and competitive employment within that world of work it might be helpful to use a tree as an analogy. A tree has a trunk that grows more or less straight up with very little branching until it acquires the necessary height and circumference to support its canopy. At this point it branches out in a multi-directional pattern. The tree sends out branches in many directions, developing its own unique silhouette. To make the analogy, the trunk of the tree would represent non-competitive employment and the tree's canopy would represent competitive employment (Figure 1.).

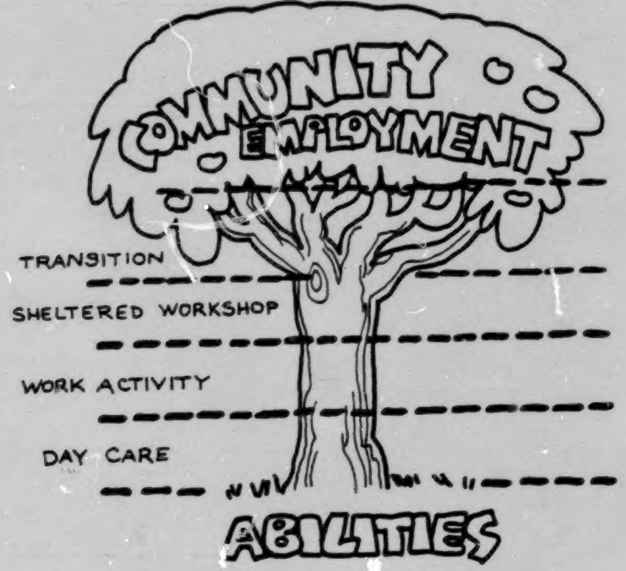

Figure 1.

If a tree does not gain the stature necessary to support a canopy then it does not really develop any branches. This would be an analogous situation to an individual who does not develop the necessary basic skills to support competitive employment. In such a situation, it does not mean that the trunk is not good timber, it just means it has different uses and potentials. In a like manner, an individual who does not reach the development of community employment still has vocational potential and this potential needs to be appreciated, considered and given a chance for expression.

In a similar way that abilities are developmental so are interests. Interests begin for an individual as discrete disassociated motivators. When an individual is young, reinforcers and motivators are there but actual interest areas or patterns have not yet been developed. For example, food and praise may be reinforcers while the interrelationships of earning money and the successful completion of work tasks may not. Work factors, such as, money, benefits, working conditions, the nature of the task, status and their interrelationships are not seen as reinforcers at this level. An individual, for instance, may work for praise and praise alone regardless of the work setting, whether its tending animals, gardening or assembly work, simply because the praise reinforcer is there. The work setting or task has no reinforcement power. In the domain of non-competitive employment, interests do not seem to develop beyond discrete motivators for the individual. These motivators do not develop into the interrelated patterns that we traditionally think of as occupational interests. However, for most individuals the discrete motivators do develop and interrelate so that they develop characteristics or patterns resembling the interest patterns of occupations in the world of work.

Those individuals able to develop beyond these simple motivators will first enter a fantasy stage of vocational interests. During this time the individual mentally trys to imagine or pretend what certain occupations would be like. At a certain point, the individual starts to make tentative occupational selections. Following this, the person begins investigating the tentative occupation(s) in greater detail and initiates steps necessary to qualify for the occupation(s) of tentative interest. This marks the tentative stage of development. Entering a training program would be an example of this. When the individual actually enters competitive employment he/she crosses into the stage of experience. Actual experience gives the individual the chance to confirm or reevaluate their occupational interests and gain valuable data from which to base additional investigations.

Interests can also be graphically displayed using the analogy of the tree (Figure 2.).

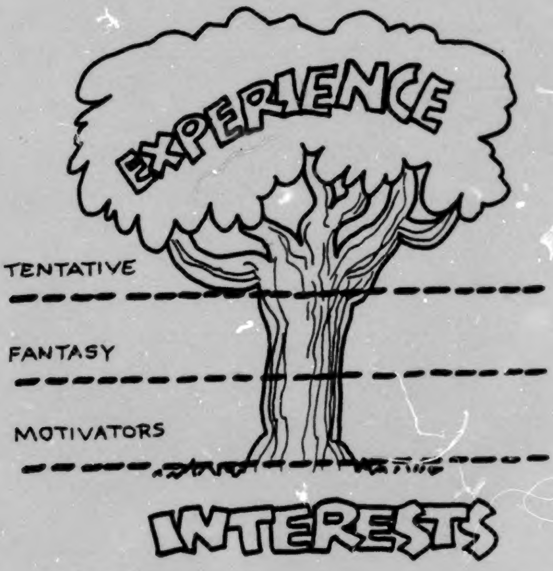

Figure 2.

The trunk of the tree would represent the developmental stages of motivation, fantasy and tentative choice. At the canopy of the tree is the experience stage where the individual actually is involved in competitive employment and acquires concrete data to evaluate the tentative occupational interests.

It is important to note that both interests and abilities are developing simultaneously and that they may develop to the same or different levels. Thus interests and abilities may develop to be compatible or incompatible. The assessment program you create should be designed to identify the relationship of interests and abilities for the individuals assessed.

Hopefully, this discussion of the total world of work and the development of abilities and interests will be helpful in designing an assessment program. This analysis of the domains of work should be helpful in identifying the needs of the target population and purposes for which the assessment program is designed.

DEFINING THE GOALS AND POPULATION:

Program goals must be clearly defined before a vocational assessment program can be initiated. Vocational assessment programs have been developed to screen for employment, screen for training programs, research, comply with specific legal requirements, curriculum planning, occupational guidance, program monitoring, counseling and career education. Well delineated goals will facilitate planning of all phases of your assessment program. Whatever the target goal or goals of a program, they should be clearly defined and understood at the onset.

As important as identifying the goals is the identification of the population to be served. To allow for proper instrument and interpretation format selection it is critical that definitive population parameters be delineated to identify who will be served by your program.

Another major consideration is the resources that are at your disposal to implement the assessment program. Limitations of funds, time and personnel will need to be realistically evaluated while planning an assessment program if one is sincerely interested in having the program become a reality. These factors will have a direct bearing on the materials, scope and impact of your program.

For these reasons, it is vital to clearly define the goals of the assessments, the population to be assessed and the resources that are available before you begin to design your program. If these activities are done before any assessment instrument or administrative format selection is made, you will dramatically increase your chances of developing a successful and pertinent vocational assessment program.

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INSTRUMENT SELECTION AND USE:

The next step in developing a vocational assessment program is the selection of appropriate instruments. This is not an easy task. In reviewing potential instruments, there are several factors to be considered:

1. Will the instrument provide information compatible with your goals and purposes?
2. Is the instrument appropriate for the students being assessed?
3. Will the instrument provide the scope of information you want?
4. Are the results presented in an understandable format?
5. Will the instrument provide results which are compatible with other assessment instruments you plan to use?
6. Will the results of the instrument be compatible with any occupational resource materials you plan to use (i.e. The Dictionary of Occupational Titles)?
7. Will the instrument provide powerful enough information to warrant the time, effort and cost required for its administration?
8. Does the instrument have proper validity and reliability for the population being assessed?

When you are satisfied that the instruments you are reviewing adequately meet these criteria, then you probably have useful assessment tools. The next consideration is the administration format of the assessments.

ADMINISTRATION:

In most cases it is best to assess vocational interests before vocational abilities to maximize a student's occupational exploration before considering the limiting factor of abilities. This is especially true for adolescents and young adults. When the results of an interest inventory are shared with the assessee, the individual tends to expand the number and diversity of occupations that he/she will later investigate. Whereas, ability assessment results tend to reduce the breadth of occupations subsequently considered by the assessee. Therefore, by assessing interests before assessing abilities you expand the range of occupations to be considered before presenting any restricting abilities factors that may limit that range of consideration. The reverse assessment process may do a disservice by denying the student the chance to really explore what they like in the world of work before bringing in the restricting skill requirements of occupations. This can deny the individual information which is valuable for occupational exploration, training, skill development and goal selection.

In certain cases, such as individuals with handicaps or special limitation, adjustments in the scope of the vocational assessments will definitely be necessary. Still, the pattern of interest assessment first and abilities assessment afterwards is preferable for all except the most extremely handicapped individuals. In these cases, you may want to assess abilities first to see if there are enough skills to allow an occupational choice. Further, for severely handicapped individuals the whole scope and direction of the assessment will probably change to emphasize the developmental level of the individual, as opposed to the pattern of work skills. An assessment of the student's developmental level ascertains the amount of basic skills which are required by all competitive employment positions, that the individual possesses. If there are not enough skills to present the possibility of competitive work choice then a formal interest assessment will not be of any real value. Regardless of the format you develop to meet your population needs, there are certain procedures which should be adhered to in any interest and ability assessment administration.

Interest Assessment:

Interest assessment is useful for both employment domains, non-competitive and competitive, though each domain should be assessed to a different extent. All assessees, whether at the non-competitive or competitive level of employment, should be interviewed to identify their personal motivators. These motivators are those factors seen by the individual as rewards or reinforcers. This information should not only be elicited from the individual, but also from the student's parents and teachers. An example of a checklist to ascertain a student's motivational factors is presented in Appendix G. All students should be appraised of their jobs of interests or job fantasies. This information will be extremely valuable in analyzing vocational situations, which will be enjoyable for the individual. Also, this information will be useful in determining the individual's awareness of the occupational demands and self awareness. The relationship of selfprofessed interests to job requirements can be very enlightening.

For non-competitively employable individuals, the motivating factors and job fantasies are the only appropriate "interest" items to assess. On the other hand, for competitively employable individuals it is important to gather not only this information but also vocational interest patterns since these individuals will be involved in the world of work. The rest of this section will deal with the assessment of vocational interests for competitive employment.

Though interest assessments differ in their administrative format, there are some general things to remember for all such instruments. It is important to refer to interest assessment instruments as "inventories", "surveys", or "activities". Do not call such instruments tests! These instruments are not tests because they have no right or wrong answers. The responses are only the student's opinions. Referring to these instruments as "inventories", "surveys" or "activities" is more accurate and it helps to avoid performance anxiety. For similar reasons, it is best to stress to a student that there are no right or wrong answers for interest assessments, and that a student should respond on the basis of his/her own opinions. Make the administration session as pleasant and comfortable as possible. Allow a student to work at his/her own pace, but suggest to the student that he/she should not dwell on any one item in an inventory. A student should be encouraged to follow his/her first impressions when responding to interest inventory items. It is also helpful to let a student know that his/her assessment results will only be suggestions of posible interest areas and that these results will not lock him/her into any occupation. These precautions should help make the administration of these inventories go more smoothly, while improving the assessment results.

Ability Assessment:

There are two types of abilities assessments. One type of ability assessment evaluates the work development level of an individual, i.e. prevocational basic skills or sheltered workshop employability, and the other type of ability assessment measures work skills as they relate to specific occupations or occupational clusters. The latter type of assessment assumes that the person is at the community employment level. Such an assessment is used to help evaluate a person in relation to occupations he/she would have suitable skills. Whatever type of abilities assessment is used it is administered somewhat differently than interest inventories because ability assessments are power and/or speed assessments. Since these are performance tests and not opinion surveys the administration procedures are more regimented to assure validity. However, as with interest inventories, the abilities assessment session should be made as comfortable an experience as possible.

Toward this goal, rather than introducing these instruments as tests it would be better to present ability assessments as activities that will give the student an idea of some occupations for which he/she might have the necessary employment skills. Abilities assessment should be presented in as non-threatening a manner as possible. Students should be made aware that everyone has a different set of abilities, and that there are thousands of different occupations in the world of work, each requiring different kinds and levels of abilities. Therefore, no matter what their pattern of abilities may be, there are probably several occupations in which each student could perform adequately.

In either interest or ability assessments, it is important to make the session seem like an "activity" rather than a "test" session. This will make the assessments more enjoyable for everyone involved and will improve the quantity and quality of the results.

SCORING:

Vocational assessments are available in hand scored, self scored, computer scored and observationally scored formats. Hand scored instruments are those which are designed to be scored by the assessor. Self scored instruments are designed to be scored by the assessee. Computer scored instruments are designed to be scored by a scoring service through the use of a computer. Observationally scored instruments require the assessor to observe the assessee's performance during the administration of the instrument and incorporate these observations into the results. Most instruments come in only one or two of these scoring formats.

The scoring format may be an important factor to consider in your selection of an instrument. If having the results immediately after administration is important, you will probably prefer a hand or self-scored instrument. Usually it takes longer to receive the results from a computer scored format than it does to score a hand or self scored instrument. In recent years, however, many computer scored systems have reduced the turn-around time on their results to five to ten days. Computer scored results often give more detail than either of the other two formats, but usually at a higher cost.

The type of format you select will depend on your available resources and the purpose of your assessment. Observationally scored assessments require the assessor to constantly watch the assessee during the administration. This may require more time and involvement than the assessing personnel may want to expend, but this may be the only practical method to obtain certain vocational information.

INTERPRETATION:

After a vocational assessment has been administered and scored, whether interest, abilities or both, the assessor will be faced with communicating the results to someone in some manner. If this is not the case, then there should be a re-evaluation of the rationale for the assessment. If the assessment results are not to be shared with anyone, then the need for the assessment is questionable. We will assume, therefore, that the assessment results will be shared with someone, either the client, the client's parents, a referral service agency, a training institute or a combination of these. The results may be presented in a written format, a dialogue format or both. Whichever communication method or methods are used, the assessor must first have a thorough command of the assessment results. If the assessor does not, then any attempt in reporting the results will be less enlightening than potentially possible.

There are several steps that must be taken to insure adequate understanding of the assessment results. These steps are to understand the theoretical base of each of the instruments, the results format, the relationship of the assessment results to other vocational information systems or instruments used, and the breadth of occupations assessed by the instrument.

Theoretical Basis:

It is important to understand the theoretical concepts and any assumptions used in the development of an assessment instrument. Many vocational assessment instruments do not have an apparent theoretical basis, nevertheless, there are assumptions made during the development of every assessment instrument that have great impact on the results generated by that instrument.

The assumptions and theoretical perspective foretell what data the instrument will generate and how that data will be reported. Without considering these assumptions you may find you have inadvertently developed an interpretation apart from the intent for which the instrument was designed. The assumption of what is important data for the world of work has great impact on the information generated. An assessment could be designed to focus on vocational skills, duties, personalities, work settings, past experiences, values, behaviors, attitudes or any combination of these. Additionally, within each of these areas there are different factors which may be used as the criteria for assessment. Also, there are many different ways of categorizing within each of these areas. The assumptions of the number of occupations to be assessed, the important factors in occupations, and which occupations are worthy of being assessed in the world of work directly impinge on the way the results format is used to categorize and organize the assessment results. The assumptions of the purpose and uses of the assessment instrument also have an effect on the results. For example, an instrument designed for adult job placement will be designed differently from a high school counseling instrument.

Results Format:

The assumptions from which the instrument was developed definitely have a great impact on the results format. The assumptions of what are the important factors in the world of work and how that world is organized have significant effects on the results format of any vocational assessment. The assessment criteria dictate the parameters of the results format. If personality traits are seen as vocationally important and are selected as the assessment criteria, then the results will be designed around personality parameters. If personality traits are grouped into specified categories, then most likely these categories will also be used in the results format. An example of such a situation would be the Self Directed Search, which uses John Holland's six personality typology. The criteria questions used in the assessment are designed to differentiate amoung the six personality styles, which are seen as the important work parameters. The results are organized around these six personality types as are the occupations in the world of work. Of course, such a format provides different results than if the occupations were clustered by industry or work setting. Variations in test results can stem from differences in the definition of the criteria factors and differences in categorizing the world of work. The report format is extremely important for interpretation since the format will dictate the way the results information will be presented.

Relationship of Assessment Information to Vocational Information:

The results of an assessment should be analyzed to see if they relate first to any other vocational assessments being used and second to see if it relates to supplemental career/vocational information. There are many ways of categorizing both vocational information and the world of work. If more than one assessment is administered to an individual and if the assessments, each use a different categorizing system then it will be nearly impossible to relate the results of one assessment to the other. For example, if one instrument uses The Dictionary of Occupational Titles system and another uses the U.S. Office of Education system it will be very difficult to compare the information, simply because of the different systems. In like manner, if vocational or career reference materials are to be used, then they too should match the assessment results system.

Breadth of Occupations Assessed:

It is not only important to identify the number of occupations which are being assessed by a vocational assessment instrument, but it is also crucial that you know which occupations are being assessed. This information is critical for three reasons. First, it is important to see if the assessment instrument assesses enough occupations to make it worthwhile. Second, the occupations being assessed need to be of an appropriate type and variety for the population being assessed to be valuable. Third, if both vocational interest and ability assessments are administered, it is imparative that the occupations assessed by each instrument are the same. If such is not the case, then matching the results of each assessment will be doomed to failure from the onset. In fact, matching assessment results generated from instruments which assess different occupations will give very misleading information, rather than helpful information.

After these factors have been considered, then the assessor can analyze the vocational information more accurately and reliably.

Analyzing Interests and Abilities:

Whenever possible, both interest and abilities assessments should be administered. Of course, if both types of assessments are administered then their results will need to be compared and analyzed. There are four types of vocational assessment results that should be considered when the interest and ability results are compared to each other. These four categories are: high interest-high ability, high interest-low ability, low interest-high ability, and where neither interests nor abilities are measured.

The first type of vocational assessment results are where an individual has high interest and his/her demonstrated abilities are sufficient for success in an occupation. This is a situation where suitable occupational placements are most likely to occur.

In the second category, the individual demonstrates high interest but insufficient abilities in that interest area. This situation should be scrutinized closely to identify what kind and how much of a skill deficit the individual has for the identified high interest occupations. Next, an evaluation of the assessee's potential for improvement in these skill areas should be conducted. Such an analysis may identify occupations that would be suitable for the individual if he/she were to develop additional skills.

The third type of vocational assessment results are where interests are low, but abilities are high. A determination needs to be made as to whether the low interest response is a reflection of lack of awareness of the occupations involved or is a true lack of interest. Perhaps if the individual were more acquainted with the duties of such occupations he/she might be more amenable to occupations for which he/she has abilities. Sometimes misconceptions of the duties of the occupation can cloud the person's responses. An assessee with results in this third category would benefit from career awareness and exploration.

The last category of assessment results to be aware of is that in which occupations are not assessed by either or both of the vocational assessments. Because data is not gathered on these occupations they are not considered, and therefore, no prediction or recommendations can be made regarding the assessee's interests or abilities for such occupations.

By reviewing all four types of vocational assessment results the assessor will have a much more complete picture of the student as he/she relates to the world of work. This information is vital for the individual and should be communicated to the assessee. Such an analysis will generate extremely useful information for the student's career planning and preparation. Often a dialogue interpretation session with the assessee is extremely useful. This insures that the person who can ultimately act on the assessment data has as complete an understanding of the results as possible.

Communicating the Results:

Once the vocational interest and ability information has been organized and analyzed, it is ready to be communicated to the appropriate parties. This communication can be accomplished in a written or dialogue format. It is preferrable to use both of these communication formats whenever possible to insure a full understanding of the data.

If a written report is utilized, it needs to be organized so that the necessary vocational data is presented to the reader in a convenient usable form. First, there needs to be some demographic data, such as: the assessee's name, grade level, date of birth, sex, age, date of assessment, location, and assessor's name. In the written report some student background data would be useful, as well. Observations during the assessment need to be reported to inform the reader of how the individual approached the assessment and the individual's working style. After providing this information, the interest assessment results can be presented followed by the abilities assessment results. There also needs to be a comparison of the assesee's interests and abilities in the written report. The report should end with a summary of the total report data and some recommendations for future programming. Written reports tend to be a less personal. They require the report writer to have a good clear non-technical writing style, however they have the advantages of speed, convenience, and perminence.

In a dialogue session the information conveyed is the same as in the written report, but a dialogue format affords the opportunity to elaborate or clarify the results. The opportunity for the assessment results recipient to ask questions aids in the understanding of the assessment(s). Dialogue interpretation sessions usually are time consuming, ephermeral, and require very good oral communication skills on the part of the person explaining the assessment, however, they are also more personal, allow an opportunity for more detailed information, and give an opportunity for questions and clarification.

If both written and dialogue sessions are employed the benefits of each can be realized and the shortcomings of each can be minimized.

Interpretation is the most important part of the assessment process and the student or assessee is the most important person with whom to share this interpretation. A vocational assessment should be interpreted and discussed with the student whenever possible. There is little value in administering an assessment unless the results are shared with the student. A student cannot use the assessment information for his/her own personal growth unless he/she is made aware of the results and participates in a discussion to really understand the results. The assessment results should not be just given to a student without any interpretive discussion. This could lead to an unrealistic understanding of the results by the student. These factors point out the need for an interpretative discussion session with the student. Care needs to be exercised during this interpretation session to insure that the student does not place more importance on the results than is warranted. For this reason, it is important to remind the student that the instrument is only giving indications of their present abilities and/or interests. For many students, especially adolescents, it may very well be possible for the individual to increase his/her work skills or to have changes in his/her interests over time, therefore, the assessment results must be discussed with this in mind and not as if they are absolutely infallible. The student should also be informed that the purpose of these assessments is to give valuable information for his/her further investigation of the world of work. These precautions will help to keep the interpretive discussion focused on the individual's needs while making the session as relaxed as possible.

It is important to make the interpretation session a discussion rather than just a description of the results. A discussion of the results is valuable for several reasons. Such a discussion will provide you with an opportunity to check the validity of the assessment administration, the student's understanding of the results, the student's agreement with the outcome of the assessment, and how the results relate to the student's past experiences. It is important to use such a discussion to check for misinterpretations of concepts, procedures and assessment terms. This will give you a special check for administration validity. Additionally, as the student discusses and elaborates on the results, the assessor will get a deeper understanding of the student's interests and/or abilities, as well as, whether or not the student's past experiences relate to the occupations being considered. The test administrator should not use the assessment results as prescriptions for a specific occupational choice, but rather as guidance information for the student's consideration.

Structuring the interpretation session is important to insure maximum results. The following are suggestions for structuring such a session:

1. Encourage the student to take the lead in the discussion as much as possible.

2. Encourage the student to state how he/she felt about taking the assessment and how he/she feels about the results.

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3. Ensure that you, the student and the instrument all use the same definitions for whatever terms you will use in your discussion.

4. Relate the assessment results to the student's past experiences as much as possible. This personalizes the results.

5. Work with the student to develop an action plan to promote his/her further vocational development.

These suggestions should increase the productivity of your interpretive session.

There are indicators of a good interpretive session which can halp you monitor the success of the student discussion. Check for the following indicators to evaluate your session.

1. Is the student doing most of the talking?

2. Are you gaining a clearer understanding of the student's interests and/or abilities during the session?

3. Is the student gaining a better knowledge of himself/herself?

4. Are you and the student gaining a better understanding of how the student's interests, abilities and experiences relate to the world of work?

5. Is the student developing a tentative action plan?

At the end of the interpretation you should summarize the discussion to make a final check of the session outcomes and clarify the anticipated future activities that will benefit the student further in his/her occupational development. This final touch can generate real future developmental benefits for the student.

SUMMARY:

Vocational assessments should not be an end in themselves, but they should be tools to meet predetermined goals. With this in mind, these instruments can be very beneficial and can greatly increase your understanding of a student's interests and/or abilities as they relate to the world of work. Such information is extremely useful in developing a program or a curriculum which is of interest and lasting importance to a student.

STANDARDIZING ASSESSMENT RESULTS

It is important to use a standardized interpretation system to compare vocational interest and ability assessment results. A standardized system will give a format to analyze the assessment information generated by the assessment instruments. A standardized interpretation system will be especially useful if that system has a wide variety of reference materials that relate to it and it is widely used in the field.

The most universally used occupational categorizing system in the United States for job reference materials, as well as, vocational training/service agencies is the system developed by the U.S. Department of Labor. Unfortunately, few vocational assessment instruments use this categorizing system. Some assessments use the occupational titles and occupational numbers of the U.S. Department of Labor's Dictionary of Occupational Titles (D.O.T.), but many occupational assessments do not. At present, there is very little commonality in the categorizing formats of vocational interest and ability assessments, which creates a problem for comparing interest and ability assessment results. Presently, comparing the results of such instruments is often like trying to compare two different languages without the aid of a translation system. The U.S. Department of Labor System is designed to be a standardized information system. If this system were used fully it would accomlish three things. First, using this system would allow a common format to compare vocational interest and abilities information. Second, having a common categorizing system would allow easy highlighting of the areas assessed by each assessment to detect the occupational range of the instrument and where that range fell in the spectrum of the world of work. Third, it would allow a common reference terminology for occupational reference materials and referrals to vocational service agencies. Therefore, if assessment results could be reported in such a format it would contribute greatly to the clarity and usefulness of the information.

Using the U.S. Department of Labor System:

It is possible to translate most vocational assessment instruments into the U.S. Department of Labor System by using the Guide to Occupational Exploration (G.O.E.), the Dictionary of Occupational Titles (D.O.T.), the General Aptitude Test Battery Manuals (G.A.T.B.), the Selected Characteristics of Occupations Defined in The Dictionary of Occupational Titles, the Worker Trait Group (McKnight Publishing) and the Career Information System Guide (McKnight Publishing). For those who have not used this system, the Materials Development Center of the University of Wisconsin-Stout has published a very good manual called Vocational Assessment Using the Dictionary of Occupational Titles; A Self Study Guide.

Though the following process sounds cumbersome at first, it can actually be accomplished fairly easily. After the process is in place, it is just a matter of following the process and doing some calculations The information which can then be generated will more than offset the energy expended to initiate this procedure.

The overall process of translating the interest assessment results into a uniform format would be to translate the interest inventory results into the sixty-six work groups of the Guide to Occupational Exploration (G.O.E.), and also to translate the abilities assessment instrument results into the same sixty-six work groups. An overview of the procedure to accomplish this translation is presented below with a more detailed description of the process following.

1. Translate the interest inventory results format into the twelve occupational areas and the sixty-six work groups of the Guide to Occupational Exploration.

2. The occupational abilities assessment data needs to be translated to the U.S. Department of Labor/General Aptitude Test Battery (G.A.T.B.) aptitudes.

3. These aptitudes can then be related to the work groups by using the G.A.T.B. Manual's Occupational Aptitude Patterns/Worker Trait Groups (O.A.P./W.T.G.) System and the Career Information System Guide to identify which work groups the individual has the appropriate skills. Supplimentary analysis can be accomplished by using the General Educational Development (G.E.D.) System for academic factors, which is presented in the Worker Trait Group Guide and the Selected Characteristics of Occupations Defined In The Dictionary of Occupational Titles.

4. Once both the interests and abilities results are in the same categorizing format, which is the G.O.E. work groups, then the individual's interests and abilities can be matched directly and reliably.

Graphically, the process looks like the following:

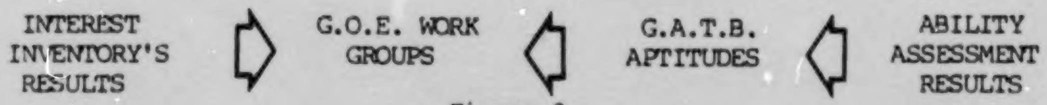

Figure 3.

Each of these steps is elaborated below to assist in the translation process.

1. Interest Translations:

   The methodology of translating the occupational clusters of the interest inventory you select for use would require the following process. First, identify by D.O.T. title and number every occupation in the results format of the selected instrument. This can be acccomplished through the use of the D.O.T. Next, identify each of these D.O.T. standardized occupations to their corresponding G.O.E. work group through the use of the G.O.E.. A list of the sixty-six work groups is presented in the Appendix A, but the Guide to Occupational Exploration (G.O.E.) will be needed to complete this step. Once this is done a weighted factoring of the inventory's clusters to their corresponding G.O.E. work group can be generated. For example, "physician" which is in the Wide Range Interest-Opinion Test (W.R.I.O.T.) cluster of Biological Sciences translates to "General Practitioner, Physician" with a D.O.T. number of 070.101-022 in the Dictionary of Occupational Titles (D.O.T.). This D.O.T. title is within G.O.E. work group 02.03, Medical

Service. In such a manner, each G.O.E. work group would be weighted for the number of W.R.I.O.T. occupations in each W.R.I.O.T. cluster which correspond to each G.O.E. work group. Examples of such interest instrument translation computations which have already been developed are presented in Appendix B.

2. Abilities to G.A.T.B. Aptitudes:

The skills tested need to be converted into the five point G.A.T.B. aptitude scale. The parameters for such a translation are listed in the Career Information System Guide. Academic skills can be further analyzed by translating them to the six point G.E.D. scale. The U.S. Department of Labor/General Aptitude Test Battery (G.A.T.B.) aptitudes and General Educational Development (G.E.D.) levels are listed below with their corresponding code letters:

Aptitude: G - General
V - Verbal
N - Numberical
S - Spatial
P - Form Perception
Q - Clerical Perception
K - Motor Coordination
F - Finger Dexterity
M - Manual Dexterity
E - Eye-Hand-Foot Coordination
C - Color Discrimination

G.E.D. : R - Reasoning
L - Language
M - Mathematic

Percentile and standard score translations for the eleven G.A.T.B. aptitudes and three G.E.D. scores are presented in Appendix C. Note that the five point G.A.T.B. rating scale goes from one to five with one representing the highest rating. The G.E.D. scale goes from one to six with six being the highest rating. Appendix D shows the relationship of the five G.A.T.B. aptitude levels as they relate to standard, Wechsler I.Q. and percentile scores. Extreme care must be taken to insure that you identify and match the proper G.A.T.B. aptitudes and/or G.E.D. factors to the proper abilities you are assessing. Further, care must be taken to compute the proper G.A.T.B. aptitude rating.

The following is an example of this process. A student could be assessed using the Purdue Pegboard for finger dexterity (F). If, for instance, the student scored in the 90th percentile on this assessment he would receive a four aptitude rating. This conversion can be done by using the aptitude conversion tables in Appendix C. In a like manner, scores from other appropriate abilities tests can be used for the other aptitudes, such as, the Minnesota Rate of Manipulation Test for manual dexterity (M) or the Minnesota Spatial Relations Test for spatial (S). Any appropriate instrument with general population norms that are expressed in percentiles or standard scores could be used in this manner. Such a system gives some freedom in instrument selection so the assessor can select the most appropriate way to assess the individual for these eleven aptitudes.

3. G.A.T.B. Aptitudes To Work Groups:

Once assessment abilities have been translated to the G.A.T.B. aptitudes, then these aptitude levels can be compared to the aptitude requirements of each work group. This will identify the work groups for which the individual has the minimum entry level skills. Appendix E will assist you in making such a translation. To use Appendix E, just enter the G.A.T.B. aptitude level ratings in the corresponding box at the top of the page. Then line up the boxes with the required aptitudes for each of the sixty-six work groups on the five subsequent pages to check for minimum skills. The first page can be used as a checklist to mark the work groups for which the individual has the minimum entry level skills or better skills.

4. Matching Interest and Abilities:

After the interest inventory data is translated to work groups and the abilities are translated to work groups, a direct comparison of abilities and interest can be accomplished quite easily, because both factors are in the same terminology and categorizing system. This comparison can be done with more confidence than a comparison prior to such a translation because the translation will be able to tap the vast research of the U.S. Department of Labor.

Pictorially this whole process is shown below:

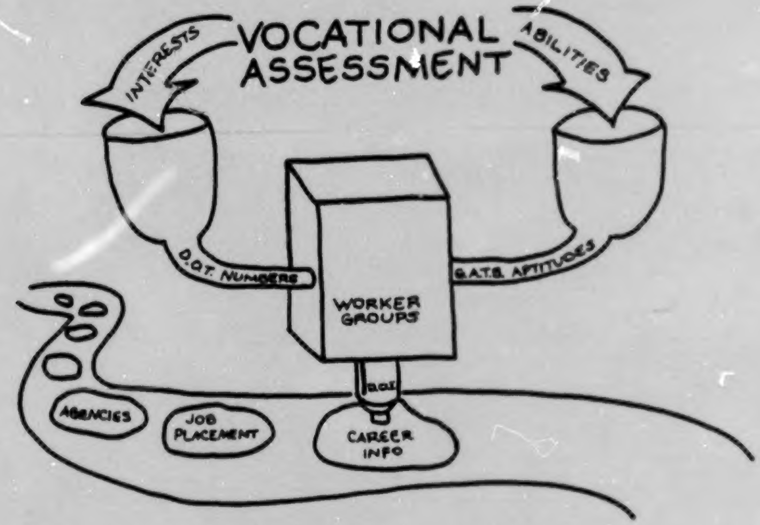

Figure 4.

There are several benefits derived from this process. Such a process will reduce the probability of inaccurately comparing vocational interests and abilities since the U.S. Department of Labor System is based on substantial research. Interpretation inaccuracies caused by assuming the required abilities for various occupations can be avoided since the G.A.T.B. abilities are matched to the occupations through research. This translation method also allows one to compare the range of both the abilities and interest assessment instruments. Therefore, a check to evaluate the overlap and breadth, of the instruments utilized is possible. Subsequently, a means to evaluate the appropriateness of the assessment range for the population being assessed is provided.

Using this results reporting system facilitates occupational exploration and research because there is a great deal of reference material designed around the U.S. Department of Labor Information System. Examples of such materials are the Occupational Outlook Handbook and Exploring Careers.

Working relationships with vocational training or placement service agencies will be greatly enhanced through the use of this information system since this is the terminology most commonly used by such agencies.

Another benefit is that there are many criteria which can be used as the basis for analysis which are not accessable unless this system is used. These criteria include specific vocational preparation, work demands, working conditions, temperments, aptitudes, interests, academic skills and data-people-thing analysis. The interview sheets in Appendix F can help in gaining the data to do such analysis.

Although this process looks cumbersome, once it is set in place it can be managed quite easily. One way to make the process more manageable is through computerization. Computerization would definitely reduce the time required to accomplish the translation. With or without computerization, the benefits generated from this system will far outweight its cost in time and effort.

SUMMARY:

As presented, a standardized interpretation format will greatly assist the assessor in organizing and analyzing the results of any vocational assessment. Of all vocational systems, the U.S. Department of Labor's Information System appears to be the most fully developed and universally used. This system has a vast amount of supporting research and materials which allows a multitude of ways to analyze vocational assessment results to give meaningful feedback to the assessee.

Appendix A

INTEREST AREAS AND WORK GROUPS*

01 - Artistic - An interest in creative expression of feelings or ideas.

01.01 - Literary Arts
01.02 - Visual Arts
01.03 - Performing Arts: Drama
01.04 - Performing Arts: Music
01.05 - Performing Arts: Dance
01.06 - Craft Arts
01.07 - Elemental Arts
01.08 - Modeling

02 - Scientific - An interest in discovering, collecting, and analyzing information about the natural world and applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.

02.01 - Physical Sciences
02.02 - Life Sciences
02.03 - Medical Sciences
02.04 - Laboratory Technology

03 - Plants and Animals - An interest in activities to do with plants and animals, usually in an outdoor setting.

03.02 - General Supervision: Plants and Animals
03.03 - Animal Training and Service
03.04 - Elemental Work: Plants and Animals

04 - Protective - An interest in using authority to protect people and property.

04.01 - Safety and Law Enforcement
04.02 - Security Services

05 - Mechanical - An interest in applying mechanical principles to practical situations using machines, hand tools, or techniques.

05.01 - Engineering
05.02 - Managerial Work: Mechanical
05.03 - Engineering Technology
05.04 - Air and Water Vehicle Operation
05.05 - Craft Technology
05.06 - Systems Operation
05.07 - Quality Control
05.08 - Land and Water Vehicle Operation
05.09 - Material Control

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05.08 - Land and Water Vehicle Operation
05.09 - Material Control
05.10 - Crafts
05.11 - Equipment Operation
05.12 - Elemental Work: Mechanical

06 - Industrial - An interest in repetitive, concrete, organized activities in a factory setting.

06.01 - Production Technology
06.02 - Production Work
06.03 - Quality Control
06.04 - Elemental Work: Industrial

07 - Business Detail - An interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting.

07.01 - Administrative Detail
07.02 - Mathematical Detail
07.03 - Financial Detail
07.04 - Oral Communications
07.05 - Records Processing
07.06 - Clerical Machine Operation
07.07 - Clerical Handling

08 - Selling - An interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.

08.01 - Sales Technology
08.02 - General Sales
08.03 - Vending

09 - Accommodating - An interest in catering to the wishes and needs of others, usually on a one-to-one basis.

09.01 - Hospitality Services
09.02 - Barber and Beauty Services
09.03 - Passenger Services
09.04 - Customer Services
09.05 - Attendant Services

10 - Humanitarian - An interest in helping individuals with their mental, spiritual, social, physical, or vocational concerns.

10.01 - Social Services
10.02 - Nursing, Therapy, and Specialized Teaching Services
10.03 - Child and Adult Care

11 - Leading-Influencing - An interest in leading and influencing others by using high-level verbal or numerical abilities.

11.01 - Mathematics and Statistics
11.02 - Educational and Library Services
11.03 - Social Research
11.04 - Law
11.05 - Business Administration
11.06 - Finance
11.07 - Services Administration
11.08 - Communications
11.09 - Promotion
11.10 - Regulations Enforcement
11.11 - Business Management
11.12 - Contracts and Claims

12 - Physical Performing - An interest in physical activities performed before an audience.

12.01 - Sports
12.02 - Physical Feats

*Guide to Occupational Exploration, U.S. Department of Labor, 1979.

INTEREST INVENTORY TRANSLATIONS

TO D.O.T. WORK GROUPS

Included in Appendix B are selected Interest Inventory translations which convert the instrument's occupational clusters to the Guide to Occupational Exploration (G.O.E.) Interest Areas and Work Groups. The inventories selected as examples of this process are the Career Occupational Preference System (COPS) and Wide Range Interest-Opinion Test (WRIOT).

To use these translations, merely insert the individual's score for each of the instrument's occupational clusters in the corresponding spaces and then multiply this score by the appropriate weighted factor. Add these weighted factor results and divide this sum by one hundred to gain the Guide to Occupational Exploration (G.O.E.) Interest Area and Work Group rating. This computation process is repeated for each Area and Work Group. Whatever interest rating scale is used for the interest inventory ie., percentiles, stanines or T-scores, the results after these computations will be in the same scale. For example, if percentile scores are generated by an interest inventory such as, the COPS, then the results after these computations will also be in percentiles.

Appendix B

Career Occupational Preference System (COPS)

TOTAL

01 ARTISTIC - Communication ____ x .12 + Arts Professional ____ x .44 + Arts Skilled ____ x .44 = ____

01.01 Communication ____ ____

01.02 Arts Professional ____ x .51 + Arts Skilled ____ x .49 = ____

01.03 Arts Professional ____ ____

01.04 Arts Professional ____ ____

01.05 Communication ____ x .12 + Arts Professional ____ x .44 + Arts Skilled ____ x .44 = ____

01.06 Arts Skilled ____ ____

01.07 Communication ____ x .12 + Arts Professional ____ x .44 + Arts Skilled ____ x .44 = ____

01.08 Communication ____ x .12 + Arts Professional ____ x .44 + Arts Skilled ____ x .44 = ____

02 SCIENTIFIC - Science Professional ____ x .57 + Science Skilled ____ x .27 + Service Professional ____ x .16 = ____

02.01 Science Professional ____ ____

02.02 Science Professional ____ ____

02.03 Service Professional ____ ____

02.04 Science Skilled ____ ____

TOTAL

03 PLANTS AND ANIMALS - Outdoor ____ ____

03.01 Outdoor ____ ____

03.02 Outdoor ____ ____

03.03 Outdoor ____ ____

03.04 Outdoor ____ ____

04 PROTECTIVE - Service Skilled ____ ____

04.01 Service Skilled ____ ____

04.02 Service Skilled ____ ____

05 MECHANICAL - Science Skilled ____x .13 + Technology Professional ____x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.01 Technology Skilled ____ ____

05.02 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.03 Science Skilled ____x .13 + Technology Professional ____x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.04 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.05 Technology Skilled ____x .65 + Consumer Economics ____x .35 = ____

TOTAL

05.06 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.07 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.08 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.09 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.10 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.11 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

05.12 Science Skilled ____x .13 + Technology Professional ____ x .21 + Technology Skilled ____x .36 + Consumer Economics ____x .21 + Outdoor ____x .05 + Clerical ____x .04 = ____

06 INDUSTRIAL - Science Skilled ____x .20 + Technology Skilled ____ x .19 + Consumer Economics ____x .61 = ____

06.01 Science Skilled ____x .20 + Technology Skilled ____x .19 + Consumer Economics ____x .61 = ____

TOTAL

06.02 Technology Skilled ____x .22 + Consumer Economics ____x .78 = ____

06.03 Science Skilled ____x .20 + Technology Skilled ____x .19 + Consumer Economics ____x .61 = ____

06.04 Technology Skilled ____x .23 + Consumer Economics ____ x .77 = ____

07 BUSINESS DETAIL - Business Skilled ____x .12 + Clerical ____ x .88 = ____

07.01 Business Skilled ____x .12 + Clerical ____x .88 = ____

07.02 Clerical ____ ____

07.03 Business Skilled ____x .12 + Clerical ____x .88 = ____

07.04 Clerical ____ ____

07.05 Clerical ____ ____

07.06 Clerical ____ ____

07.07 Business Skilled ____x .12 + Clerical ____x .88 = ____

08 SELLING - Business Skilled ____ ____

08.01 Business Skilled ____ ____

08.02 Business Skilled ____ ____

08.03 Business Skilled ____ ____

09 ACCOMMODATING - Service Skilled ____ ____

09.01 Service Skilled ____ ____

09.02 Service Skilled ____ ____

09.03 Service Skilled ____ ____

09.04 Service Skilled ____ ____

09.05 Service Skilled ____ ____

TOTAL

10 HUMANITARIAN - Science Skilled ____x .19 + Service Professional ____x .58 + Service Skilled ____x .23 = ____

10.01 Service Professional ____ ____

10.02 Service Professional ____ ____

10.03 Service Skilled ____ ____

11 LEADING-INFLUENCING - Science Professional ____x .09 + Technology Professional ____x .17 + Business Professional ____x .32 + Business Skilled ____x .12 + Communication ____x .22 + Service Professional ____x .08 = ____

11.01 Science Professional ____ ____

11.02 Communication ____ ____

11.03 Science Professional ____x .09 + Technology Professional ____x .17 + Business Professional ____x .32 + Business Skilled ____x .12 + Communication ____x .22 + Service Professional ____x .08 = ____

11.04 Communication ____ ____

11.05 Technology Professional ____x .28 + Business Professional ____x .59 + Business Skilled ____x .13 = ____

11.06 Technology Professional ____x .23 + Busines Professional ____x .50 + Business Skilled ____x .27 = ____

11.07 Science Professional ____x .09 + Technology Professional ____x .17 + Business Professional ____x .32 + Business Skilled ____x .12 + Communication ____x .22 + Service Professional ____x .08 = ____

TOTAL

11.08 Communication ____ ____

11.09 Science Professional ____x .09 + Technology Professional ____x .17 + Business Professional ____x .32 + Business Skilled ____x .12 + Communication ____x .22 + Service Professional ____x .08 = ____

11.10 Science Professional ____x .09 + Technology Professional ____x .17 + Business Professional ____x .32 + Business Skilled ____x .12 + Communication ____x .22 + Service Professional ____x .08 = ____

11.11 Science Professional ____x .09 + Technology Professional ____x .17 + Business Professional ____x .32 + Business Skilled ____x .12 + Communication ____x .22 + Service Professional ____x .08 = ____

11.12 Science Professional ____x .09 + Technology Professional ____x .17 + Business Professional ____x .32 + Business Skilled ____x .12 + Communication ____x .22 + Service Professional ____x .08 = ____

12 PHYSICAL PERFORMING - Not Available

12.01 Not available.

12.02 Not available.

Developed by: John Grisafe, Cindy Speyer, Vickie Johnson
Office of Riverside County Superintendent of Schools

Appendix B

Wide Range Interest-Opinion Test (WRIOT)

TOTAL

01 ARTISTIC - Art ____x .21 + Literature ____x .13 + Music ____
x .40 + Drama ____x .26 = ____

01.01 Literature ____ ____

01.02 Art ____ ____

01.03 Drama ____ ____

01.04 Drama ____x .12 + Music ____x .88 = ____

01.05 Music ____ ____

01.06 Arts ____ ____

01.07 Drama ____ ____

01.08 Drama ____x .26 + Music ____x .40 + Literature ____x
.13 + Art ____x .21 = ____

02 SCIENTIFIC - Social Service ____x .14 + Social Science ____x .14
+ Biological Science ____x .52 + Physical Science
____x .20 = ____

02.01 Physical Science ____ ____

02.02 Biological Science ____ ____

02.03 Social Science ____x .53 + Social Service ____x .47 = ____

02.04 Physical Science ____x .20 + Biological Science ____x
.52 + Social Science ____x .14 + Social Service ____x
.14 = ____

TOTAL

03 PLANTS AND ANIMALS - Biological Science ____x .22 + Outdoor ____x.78 = ____

03.01 Outdoor ____x .61 + Biological Science ____x .39 = ____

03.02 Outdoor ____x .78 + Biological Science ____x .22 = ____

03.03 Outdoor ____x .78 + Biological Science ____x .22 = ____

03.04 Outdoor ____x .72 + Biological Science ____x .28 = ____

04 PROTECTIVE - Management ____x .06 + Protective Service ____x .94 = ____

04.01 Management ____x .06 + Protective Services ____ x .94 ____

04.02 Management ____x .06 + Protective Services ____ x .94 ____

05 MECHANICAL - Art ____x .08 + Management ____x .04 + Office Work ____x .06 + Personal Service ____x .12 + Protective Service ____x .04 + Biological Science ____x .03 + Physical Science ____x .19 + Mechanics ____x .30 + Machine Operation ____x .14 = ____

05.01 Mechanics ____x .19 + Physical Science ____x .70 + Arts ____x .11 = ____

05.02 Machine Operation ____x .14 + Mechanics ____x .30 + Physical Science ____x .19 + Biological Science ____x .03 + Protective Service ____x .04 + Personal Service ____x .12 + Office Work ____x .06 + Management ____x .04 + Arts ____x .08 = ____

05.03 Mechanics ____ ____

TOTAL

05.04 Machine Operation ____x .14 + Mechanics ____x .30 + Physical Science ____x .19 + Biological Science ____x .03 + Protective Service ____x .04 + Personal Service ____x .12 + Office Work ____x .06 + Management ____x .04 + Arts ____x .08 = ____

05.05 Machine Operation ____x .24 + Mechanics ____x .54 + Arts ____x .22 = ____

05.06 Machine Operation ____x .14 + Mechanics ____x .30 + Physical Science ____x .19 + Biological Science ____x .03 + Protective Service ____x .04 + Personal Service ____x .12 + Office Work ____x .06 + Management ____x .04 + Arts ____x .08 = ____

05.07 Machine Operation ____x .14 Mechanics ____x .30 + Physical Science ____x .19 + Biological Science ____x .03 + Protective Service ____x .04 + Personal Service ____x .12 + Office Work ____x .06 + Management ____x .04 + Arts ____x .08 = ____

05.08 Machine Operation ____x .14 + Mechanics ____x .30 + Physical Science ____x .19 + Biological Science ____x .03 + Protective Service ____x .04 + Personal Service ____x .12 + Office Work ____x .06 + Management ____x .04 + Arts ____x .08 = ____

TOTAL

05.09 Machine Operation ____x .14 + Mechanics ____x .30 +
Physical Science ____x .19 + Biological Science ____x .03
+ Protective Service ____x .04 + Personal Service ____x
.12 + Office Work ____x .06 + Management ____x .04 + Arts
____x .08 = ____

05.10 Machine Operation ____x .39 + Mechanics ____x .61 = ____

05.11 Machine Operation ____x .14 + Mechanics ____x .30 +
Physical Science ____x .19 + Biological Science ____x .03
+ Protective Service ____x .04 + Personal Service ____x
.12 + Office Work ____x .06 + Management ____x .04 + Arts
____x .08 = ____

05.12 Machine Operation ____ ____

06 INDUSTRIAL - Art ____x .11 + Physical Science ____x .19 + Machine
Operation ____x .70 = ____

06.01 Machine Operation ____x .70 + Physical Science ____x .19
+ Arts ____x .11 = ____

06.02 Machine Operation ____ ____

06.03 Machine Operation ____x .70 + Physical Science ____x .19
+ Arts ____x .11 = ____

06.04 Machine Operation ____ ____

07 BUSINESS DETAIL - Literature ____x .08 + Management ____x .13 +
Office Work ____x .47 + Number ____x .32 = ____

07.01 Number ____x .32 + Office Work ____x .47 + Management
____ x .13 + Literature ____x .08 = ____

07.02 Office Work ____ ____

TOTAL

07.03 Number ____x .32 + Office Work ____x .47 + Management ____x .13 + Literature ____x .08 = ____

07.04 Number ____x .32 + Office Work ____x .47 + Management ____x .13 + Literature ____x .08 = ____

07.05 Office Work ____ ____

07.06 Number ____x .32 + Office Work ____x .47 + Management ____x .13 + Literature ____x .08 = ____

07.07 Office Work ____ ____

08 SELLING - Sales ____ ____

08.01 Sales ____ ____

08.02 Sales ____ ____

08.03 Sales ____ ____

09 ACCOMMODATING - Personal Service ____ ____

09.01 Personal Service ____ ____

09.02 Personal Service ____ ____

09.03 Personal Service ____ ____

09.04 Personal Service ____ ____

09.05 Personal Service ____ ____

10 HUMANITARIAN - Literature ____x .14 + Social Service ____x .54 + Social Science ____x .32 = ____

10.01 Social Science ____x .34 + Social Service ____x .42 + Literature ____x .24 = ____

10.02 Social Service ____ ____

10.03 Social Service ____ ____

TOTAL

11 LEADING-INFLUENCING - Art ____x .02 + Literature ____x .13 + Sales ____x .11 + Management ____x .17 + Office Work ____x .05 + Personal Service ____x .05 + Social Service ____x .12 + Social Science ____x .18 + Number ____x .17 = ______

11.01 Number ____ ______

11.02 Social Science ____x .42 + Social Service ____x .33 + Literature ____x .25 = ______

11.03 Social Science ____ ______

11.04 Number ____x .17 + Social Science ____x .18 + Social Service ____x .12 + Personal Service ____x .05 + Office Work ____x .05 + Sales ____x .11 + Management ____x .17 + Literature ____x .13 + Arts ____x .02 = ______

11.05 Office Work ____ ______

11.06 Number ____ ______

11.07 Number ____x .17 + Social Science ____x .18 + Social Service ____x .12 + Personal Service ____x .05 + Office Work ____x .05 + Sales ____x .11 + Management ____x .17 + Literature ____x .13 + Arts ____x .02 = ______

11.08 Literature ____ ______

11.09 Number ____x .17 + Social Science ____x .18 + Social Service ____x .12 + Personal Service ____x .05 + Office Work ____x .05 + Sales ____x .11 + Management ____x .17 + Literature ____x .13 + Arts ____x .02 = ______

TOTAL

11.10 Number ____x .17 + Social Science ____x .18 + Social Service ____x .12 + Personal Service ____x .05 + Office Work ____x .05 + Sales ____x .11 + Management ____x .17 + Literature ____x .13 + Arts ____x .02 = ____

11.11 Number ____x .17 + Social Science ____x .18 + Social Service ____x .12 + Personal Service ____x .05 + Office Work ____x .05 + Sales ____x .11 + Management ____x .17 + Literature ____x .13 + Arts ____x .02 = ____

11.12 Number ____x .17 + Social Science ____x .18 + Social Service ____x .12 + Personal Service ____x .05 + Office Work ____x .05 + Sales ____x .11 + Management ____x .17 + Literature ____x .13 + Arts ____x .02 = ____

12 PHYSICAL PERFORMANCE - Drama ____x .31 + Athletics ____x .69 = ____

12.01 Athletics ____x .81 + Drama ____x .19 = ____

12.02 Drama ____ ____

Developed by: John Grisafe, Cindy Speyer, Vickie Johnson
Office of Riverside County Superintendent of Schools

APPENDIX C

APTITUDE AND GENERAL EDUCATIONAL DEVELOPMENT CONVERSION CHARTS AND WORKSHEETS

Student's Name________________________________Date______________

Site________________________________Date of Birth______________

Aptitudes:	Test	Date
____(G) General (I.Q.)	____	____
____(V) Verbal	____	____
____(N) Numerical	____	____
____(S) Spatial	____	____
____(P) Form Perception	____	____
____(Q) Clerical	____	____
____(K) Motor Coordination	____	____
____(F) Finger Dexterity	____	____
____(M) Manual Dexterity	____	____
____(E) Eye-Hand-Foot Coordination	____	____
____(C) Color Discrimination	____	____

GED Level		
____(R) Reasoning	____	____
____(L) Language	____	____
____(M) Mathematics	____	____

Aptitude Conversion

Standard Score*	Percentile	Aptitude Level
120 & above	90 & above	1
106 - 119	67 - 89	2
94 - 105	33 - 66	3
80 - 93	11 - 32	4
79 & below	10 & below	5

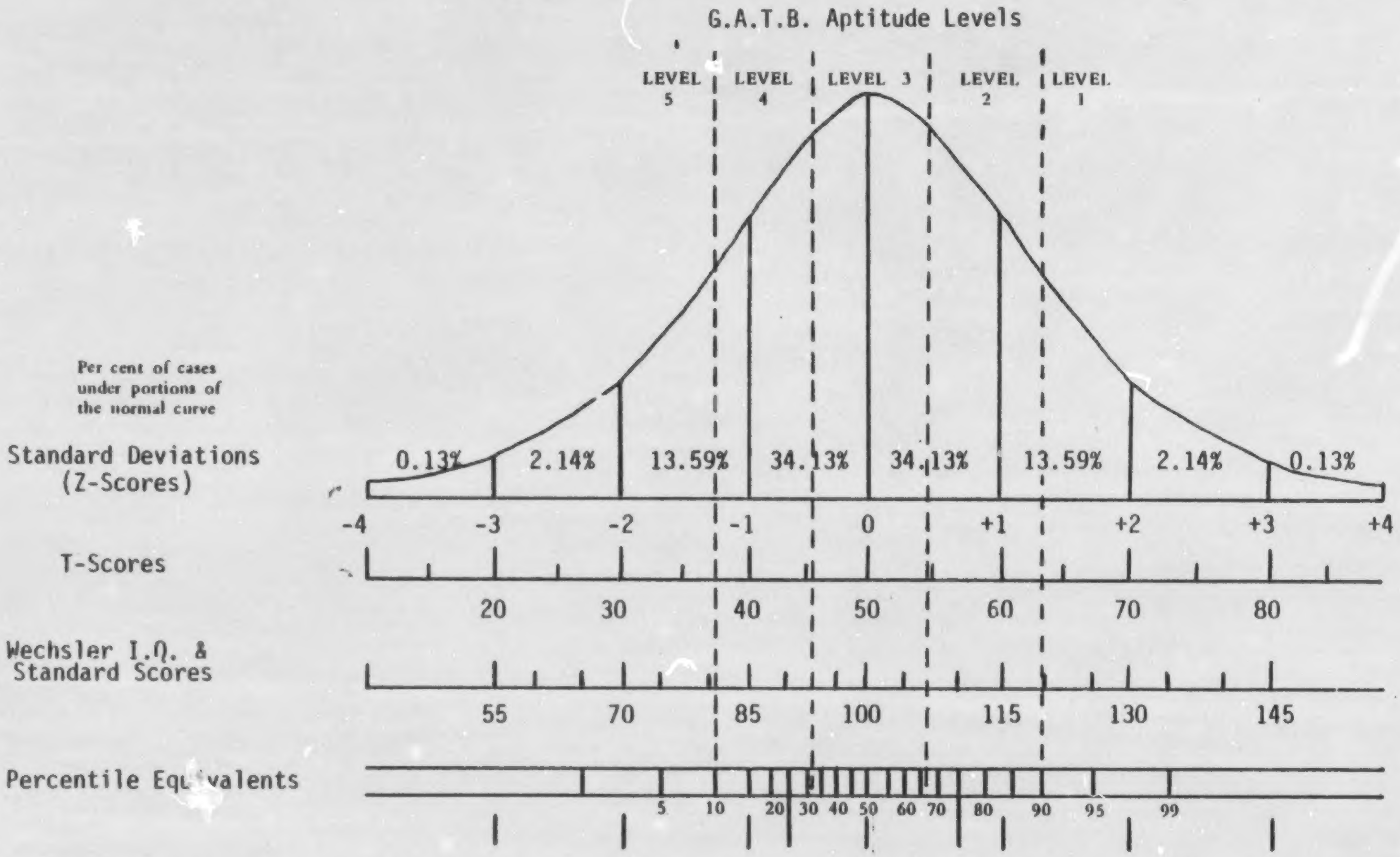
GED Conversion

Standard Score*	Grade Level	GED Level
?	15 - 16	6
?	13 - 14	5
127 - ?	10 - 12	4
119 - 126	6 - 9	3
108 - 118	3 - 5	2
82 - 107	1 - 2	1
69 - 81		Below 1

* Standard Scores Mean = 100   Standard Deviation = 15

Appendix D

APTITUDE LEVEL SCORES TRANSLATION CHART



Sattler, Jerome, Assessment of Children's Intelligence and Special Abilities, Allyn and Bacon Inc., Boston, Mass., 1982, p. 16.

WORK GROUP ABILITIES IDENTIFIER

G	V	N	S	P	Q	K	F	M	E	C	GED Level

NAME________________________ AGE__________ DATE______________ SCHOOL________________

01 Artistic
- ___ 01.01 Literary Arts
- ___ 01.02 Visual Arts
- ___ 01.03 Performing Arts: Drama
- ___ 01.04 Performing Arts: Music
- ___ 01.05 Performing Arts: Dance
- ___ 01.06 Craft Arts
- ___ 01.07 Amusement
- ___ 01.08 Modeling

02 Scientific
- ___ 02.01 Physical Sciences
- ___ 02.02 Life Sciences
- ___ 02.03 Medical Sciences
- ___ 02.04 Laboratory Technology

03 Plants and Animals
- ___ 03.01 Managerial Work: Nature
- ___ 03.02 General Supervision: Nature
- ___ 03.03 Animal Training and Care
- ___ 03.04 Elementary Work: Nature

04 Protective
- ___ 04.01 Safety and Law Enforcement
- ___ 04.02 Security Services

05 Mechanical
- ___ 05.01 Engineering
- ___ 05.02 Managerial Work: Mechanical
- ___ 05.03 Engineering Technology
- ___ 05.04 Air and Water Vehicle Operation
- ___ 05.05 Craft Technology
- ___ 05.06 Systems Operation
- ___ 05.07 Quality Control

05 Mechanical - (continued)
- ___ 05.08 Land Vehicle Operation
- ___ 05.09 Materials Control
- ___ 05.10 Skilled Hand & Machine Work
- ___ 05.11 Equipment Operation
- ___ 05.12 Elemental Work: Mechanical

06 Industrial
- ___ 06.01 Production Technology
- ___ 06.02 Production Work
- ___ 06.03 Production Control
- ___ 06.04 Elemental Work: Industrial

07 Business Detail
- ___ 07.01 Administration Detail
- ___ 07.02 Mathematical Detail
- ___ 07.03 Financial Detail
- ___ 07.04 Information Processing - Speaking
- ___ 07.05 Oral Communications
- ___ 07.06 Clerical Mechine Operation
- ___ 07.07 Clerical Handling

08 Selling
- ___ 08.01 Sales Technology
- ___ 08.02 General Sales
- ___ 08.03 Vending

09 Accommodating
- ___ 09.01 Hospitality Services
- ___ 09.02 Barbering & Beauty Services
- ___ 09.03 Passenger Services
- ___ 09.04 Customer Services
- ___ 09.05 Attendant Services

10 Humanitarian
- ___ 10.01 Social Services
- ___ 10.02 Nursing and Therapy Services
- ___ 10.03 Child and Adult Care

11 Leading-Influencing
- ___ 11.01 Mathemetics and Statistics
- ___ 11.02 Educational & Library Services
- ___ 11.03 Social Research
- ___ 11.04 Law
- ___ 11.05 Business Administration
- ___ 11.06 Finance
- ___ 11.07 Services Administration
- ___ 11.08 Communications
- ___ 11.09 Promotion
- ___ 11.10 Regulations Enforcement
- ___ 11.11 Business Management
- ___ 11.12 Contracts and Claims

12 Physical Performing
- ___ 12.01 Sports
- ___ 12.02 Physical Feats

Appendix E

	WORK GROUPS	KEY APTITUDES BY LEVEL											GED LEVEL		
No.	Title	G	V	N	S	P	Q	K	F	M	E	C	R	L	M
01.01	Literary Arts	1-2	1-2	3-4	3-4	3-4	2-3	4	4	4	5	5	5-6	5-6	2-3
01.02	Visual Arts	2-3	2-3	3-4	1-2	1-2	3-4	2-4	1-4	2-4	4-5	1-2	4-5	4-5	2-4
01.03	Performing Arts: Drama	2	2	3-4	3-4	3-4	3-4	3-4	3-4	3-4	4-5	4-5	4-5	4-5	2-3
01.04	Performing Arts: Music	1-2	1-2	3	3-4	2-3	2-3	2-4	3-4	3-4	5	4-5	5-6	4-5	3-4
01.05	Performing Arts: Dance	2	2-3	3-4	2-3	3-4	4	2-3	3-4	3-4	2	4-5	4-5	4-5	2-3
01.06	Craft Arts	3	3-4	3-4	2-3	2-3	4	3	2-3	2-3	5	3-4	3-4	2-3	2-3
01.07	Amusement	3	3	4	4	3-4	4-5	4	4	4	5	5	3-4	3-4	2
01.08	Modeling	3-4	3-4	5	4	4	5	4	4	4	4	3-5	2-3	1-2	1
02.01	Physical Sciences	1	1	1-2	1-2	2-3	3	3-4	3-4	3-4	4-5	3-4	5-6	5-6	5-6
02.02	Life Sciences	1	1-2	1-2	1-3	1-3	3-4	3-4	2-3	2-3	4-5	2-4	5-6	5-6	4-6
02.03	Medical Sciences	1-2	1-2	1-3	1-2	1-2	3-4	2-4	1-3	1-3	4-5	3-4	5-6	5-6	4-5
02.04	Laboratory Technology	2-3	2-3	2-3	2-4	2-4	3-4	3-4	3	3	4-5	3-4	4-5	3-4	4-5
03.01	Managerial Work: Nature	2-3	2-3	3	3-4	3-4	3-4	3-4	3-4	3-4	4-5	3-5	4-5	3-4	3-4
03.02	General Superv.: Nature	3	3	3-4	3-4	3-4	3-4	3-4	3-4	3-4	4-5	3-5	4	2-4	2-3
03.03	Animal Training & Care	3-4	3-4	4	3-4	3-4	4	3-4	3-4	3	3-5	4-5	2-4	2-3	1-2
03.04	Elementary Work: Nature	3-4	4	4-5	3-4	3-4	4-5	3-4	4	3-4	4-5	4-5	2-3	1-2	1-2

	WORK GROUPS	KEY APTITUDES BY LEVEL											GED LEVEL		
No.	Title	G	V	N	S	P	Q	K	F	M	E	C	R	L	M
04.01	Safety & Law Enforcement	2-3	2-3	3-4	3-4	3-4	3-4	4	4	4	4-5	4-5	3-5	3-4	2-4
04.02	Security Services	3-4	3-4	3-4	3-4	3-4	4	3-4	3-4	3-4	3 -5	3-5	2-4	2-3	1-3
05.01	Engineering	1-2	1-2	1-2	1-3	2-3	3	3-4	3-4	3-4	4-5	4-5	4-6	4-6	4-6
05.02	Managerial Work: Mech.	1-3	1-3	1-3	2-3	2-4	2-4	3-4	3-4	4	4-5	4-5	4-5	3-5	3-6
05.03	Engineering Technology	2-3	2-3	2-3	2-3	2-3	2-4	2- 4	2- 4	2-4	4-5	3-5	4-5	4-5	4-5
05.04	Air & Water Vehicle Oper.	2	2-3	2-3	2-3	2-3	2-4	3	3-4	3-4	3	4	4-5	3-5	3-5
05.05	Craft Technology	2-4	2-4	2-4	2-3	2-3	4	2-4	2-4	2-4	4-5	3-5	4	2-4	2-4
05.06	Systems Operation	2-4	2-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4	4-5	4-5	3-4	2-4	2-4
05.07	Quality Control	2-4	2-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4	4-5	4-5	3-4	2-3	2-3
05.08	Land Vehicle Operation	2-4	3-4	4	2-4	3-4	3-4	3	4	3	3-4	3-5	2-4	2-3	1-3
05.09	Materials Control	2-4	2-4	2-4	3-5	3-4	2-4	3-4	3-4	3-4	5	4-5	2-4	2-3	1-3
05.10	Skilled Hand & Machine Work	3	3-4	3-4	2-4	2-4	3-5	3-4	3-4	2-4	4-5	4-5	3-4	2-3	2-3
05.11	Equipment Operation	3	4	4	2-4	2-4	3-5	3-4	3-4	3-4	3- 5	4-5	2-4	1-3	1-3
05.12	Elemental Work: Mech.	3-4	3-4	3-5	3-4	3-4	3-5	3-4	3-5	3-4	4-5	4-5	1-4	1-3	1-3
06.01	Production Technology	3	3	3	2-4	2-3	3-4	3-4	3-4	2-4	5	4-5	3-4	2-3	2-3

	WORK GROUPS	KEY APTITUDES BY LEVEL											GED LEVEL		
No.	Title	G	V	N	S	P	Q	K	F	M	E	C	R	L	M
06.02	Production Work	3	3	3-4	3-4	3-4	3-4	3-4	3-4	3-4	4-5	4-5	2-4	1-3	1-3
06.03	Production Control	3-4	3-4	3-4	3-4	3	3-4	3-4	3-4	3-4	5	4-5	2-3	1-2	1-2
06.04	Elemental Work: Indus.	3-4	4	4-5	4	3-4	4-5	3-4	3-4	3-4	4-5	4-5	1-2	1-2	1-2*
07.01	Administrative Detail	2-3	2-3	2-3	4	3-4	2-3	3-4	3-4	4	5	4-5	4-5	3-4	3-5
07.02	Mathematical Detail	2-3	2-3	2-3	4	3-4	2-3	3-4	3-4	3-4	5	5	3-4	2-4	2-4
07.03	Financial Detail	2-3	3	2-3	4-5	3-4	2-3	3-4	3-4	3-4	5	4-5	3-4	2-3	2-3
07.04	Info. Processing-Speaking	3	3	3-4	4-5	3-4	2-3	3-4	3-4	3-4	5	5	3-4	2-4	2-3
07.05	Oral Communications	3	3	3-4	3-5	3-4	2-3	3-4	3-4	4	5	5	3-4	2-4	2-3
07.06	Clerical Mach. Operation	3	3	3-4	3-4	3-4	2-3	2-3	2-3	3-4	5	5	3-4	3	2
07.07	Clerical Handling	3-4	3-4	3-4	4	3-4	3-4	3-4	3-4	3-4	5	4-5	2-3	2-3	1-2
08.01	Sales Technology	2-3	2-3	2-3	3-4	3-4	3	4	4	4	5	4-5	4-5	4	3-4
08.02	General Sales	3	2-3	3	3-4	3-4	3	3-4	3-4	3-4	5	4-5	4	4	3
08.03	Vending	4	4	3-4	4-5	4	4	4	3-4	3-4	4-5	4-5	2	2	2
09.01	Hospitality Services	3	3	3-4	4	4	3-4	4	4	4	4-5	4-5	3-4	3-4	2-3
09.02	Barbering & Beauty Serv	3	3	4	3	2-3	4	2	3	3	5	3-4	3-4	3	2-3

* = 06.04.01 - GED's are 2-3. All others are 1-2.

WORK GROUPS		KEY APTITUDES BY LEVEL											GED LEVEL		
No.	Title	G	V	N	S	P	Q	K	F	M	E	C	R	L	M
09.03	Passenger Services	3	3	3-4	3	4	3-4	3	4	3	3	4	3-4	2-3	2-3
09.04	Customer Services	3-4	3-4	3-4	4	4	3-4	3-4	4	3-4	4-5	4-5	2-3	2-3	2-3
09.05	Attendant Services	3-4	3-4	4	4	4	3-5	3-4	3-4	3-4	4-5	4-5	2-3	1-	1-2
10.01	Social Services	1-2	1-2	3	4	4	3-4	4	4	4	5	5	5	5	3-4
10.02	Nursing & Therapy Serv.	2	2	2-3	3-4	3-4	3-4	3-4	3-4	3-4	4-5	3-5	4-5	4-5	3-4
10.03	Child & Adult Care	3	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	4-5	4-5	3-4	3-4	2-3
11.01	Mathematics & Statistics	1-2	1-2	1-2	2-3	2-4	2-3	4	4	4	5	5	5-6	4-6	4-6
11.02	Educational and Library Services	2-3	2-3	2-4	3-4	3-4	2-3	3-4	3-4	3-4	5	4-5	4-5	4-5	2-3
11.03	Social Research	1-2	1-2	2-3	2-4	2-4	2-4	4	4	4	5	4-5	5-6	5	4-5
11.04	Law	1-2	1-2	1-3	4	4	3	4	4	4-5	5	5	5-6	5-6	3-4
11.05	Business Administration	2	2	2-3	3-4	3-4	3	4	4	4	5	5	5	4-5	4-5
11.06	Finance	2	2	2	4	3-4	2-3	4	4	4	5	5	4-5	4-5	4-5
11.07	Services Administration	1-2	1-2	2-3	3-4	3-4	2-3	4	4	4	5	5	5	5	3-5
11.08	Communications	1-2	1-2	3	3-4	3	3	3-4	4	4	5	5	5-6	5-6	3

	WORK GROUPS	KEY APTITUDES BY LEVEL											GED LEVELS		
No.	Title	G	V	N	S	P	Q	K	F	M	E	C	R	L	M
11.09	Promotion	2	2	2-3	3-4	3-4	3-4	4	4	4	5	5	4-5	4-5	3-4
11.10	Regulations Enforcement	2-3	2-3	2-4	3-4	3-4	2-4	3-4	3-5	3-5	4-5	4-5	4-5	3-5	3-4
11.11	Business Management	2-3	2-3	2-3	3-4	3-4	3	4	4	4	4-5	4-5	4-5	4	3-4
11.12	Contracts and Claims	2	2	2-3	3-4	3-4	2-3	4	4	4	5	5	4-5	4-5	3-5
12.01	Sports	3	2-4	3-4	3-4	3-4	3-4	4	4	4	4-5	4-5	3-4	3-4	2-3
12.02	Physical Feats	3	3	3-4	2-3	3-4	4-5	2-3	2-3	2-3	1-2	5	3-4	1-3	2-3

Adopted from The Career Information System Guide, McKnight Publishing Company, Bloomington, Illinois, pp. 65-67 with supplimentary information from the General Aptitude Test Battery (GATB) Manuals, U.S. Department of Labor and The Classification of Jobs According to Worker Trait Factors, VDARE Service Bureau, Inc., P. O. Box 55, Roswell, Georgia

VOCATIONAL INTERVIEW FORM

Student's Name________________________________ Date____________________

Person completing this form____

PHYSICAL DEMANDS

1. Would you be willing to do any of the following activities/physical demands in your work? (Y/N)

Lifting, Carrying, Pushing, Pulling (1) of objects weighing
  a) no more than 10 pounds? (S - Sedentary)——————(1a)______
  b) no more than 20 pounds? (L- Lighty Work)——————(1b)______
  c) between 20 & 30 pounds? (M - Medium Work)——————(1c)______
  d) between 50 & 100 pounds? (H - Heavy Work)——————(1d)______
  e) more than 100 pounds? (V - Very Heavy Work)——————(1e)______

Climbing and balancing?——————————————(2)______

Stooping, Kneeling, Crouching and Crawling?——————(3)______

Reaching, Handling, Fingering and Feeling?——————(4)______

Talking and Hearing?——————————————(5)______

Acuity (seeing), Depth Perception, Field of Vision,
  Accommodation and Color Vision?——————————(6)______

WORKING CONDITIONS

2. Do you want to work inside (I), outside (O), or both (B)?
(I,O,B)——————————————————(1)______

Would you be willing to work: (Y/N)

  2) in extremes of cold plus temperature changes?————(2)______
  3) in extremes of heat plus temperature changes?————(3)______
  4) where it is wet and humid?——————————(4)______
  5) where there are noises and vibrations?——————(5)______
  6) where there are hazards?——————————(6)______
  7) where there are fumes, odors, toxic conditions, dusty
     areas or poorly ventilated areas?——————————(7)______

TEMPERAMENTS

1. Do you want a job that has a large amount of responsibility?
(Y/N)——————————————————(D)______

2. Do you want a job where you figure out peoples' personal
feelings, ideas and viewpoints? (Y/N)——————————(F)______

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3. Do you want a job where you try to influence peoples' opinions, attitudes or judgments? (Y/N)————————(I)______

4. Do you want a job where you must make decisions from opinion and judgmental information? (Y/N)————————(J)______

5. Do you want a job where you must make decisions from facts and figures? (Y/N)————————(M)______

6. Do you want a job where you deal with other people? (Y/N)——(P)______

7. Do you want a job in which the work is always the same? (Y/N)————————(R)______

8. Do you want a job which is dangerous, stressful or demands you to move quickly? (Y/N)————————(S)______

9. Do you want a job where you must work very carefully, accurately and precisely? (Y/N)————————(T)______

10. Do you want a job in which there is variety and things change often? (Y/N)————————(V)______

SPECIFIC VOCATIONAL PREPARATION

1. How much training are you willing to do for your job? (Choose one)

1) Short demonstration only————————(1)______
2) Anything behond short demonstration up to and including 30 days————————(2)______
3) Over 30 days up to and including 3 months————————(3)______
4) Over 3 months up to and including 6 months————————(4)______
5) Over 6 months up to and including 1 year————————(5)______
6) Over 1 year up to and including 2 years————————(6)______
7) Over 2 years up to and including 4 years————————(7)______
8) Over 4 years up to and including 10 years————————(8)______
9) Over 10 years————————(9)______

DATA

1. Would you like a job in which you would deal with Data (facts and figures) in any of the following ways? (Y/N)

0) Synthesizing (combining, compose)————————(0)______
1) Coordinating (organizing)————————(1)______
2) Analyzing (breaking down)————————(2)______
3) Compiling (gather together)————————(3)______
4) Computing (calculating)————————(4)______
5) Copying (rewriting)————————(5)______
6) Comparing (liken, matching)————————(6)______

PEOPLE

1. Would you like a job in which you would work with People in any of the following ways? (Y/N)

0) Monitoring (advising, guiding)------------------------(0)______
1) Negotiating (bargaining, discussing)------------------(1)______
2) Instructing (teaching)--------------------------------(2)______
3) Supervising (oversee)---------------------------------(3)______
4) Diverting (rerouting)---------------------------------(4)______
5) Persuading (convincing, influencing)------------------(5)______
6) Speaking-Signal (talking)-----------------------------(6)______
7) Serving (attending, waiting)--------------------------(7)______
8) Taking Instructions-Helping (assisting)---------------(8)______

THINGS

1. Would you like a job in which you would work with Things in the following ways? (Y/N)

0) Setting up (arranging, put together)------------------(0)______
1) Precision working (exact, accurate)-------------------(1)______
2) Operating-Controlling (running)-----------------------(2)______
3) Driving-Operating (piloting, running)-----------------(3)______
4) Manipulating (handling)-------------------------------(4)______
5) Tending (taking care of, caring for)------------------(5)______
6) Feeding-Offbearing (supplying, furnishing)------------(6)______
7) Handling (working with)-------------------------------(7)______

Developed by: John Grisafe
Office of Riverside County
Superintendent of Schools

Appendix G

WORK MOTIVATORS

Student's Name:____________________ D.O.B:\____________ Sex_____

Evaluator's Name:__________________________ Phone:____________

School/Site:____

Which of the following motivators are effective and have been used with this individual?

MOTIVATING FACTOR	EFFECTIVENESS	USED		
	None Mildly 50/50 Highly Totally	OFTEN	SELDOM	NEVER
Positive:				
1. Praise (by whom)	0 1 2 3 4 5 6 7 8 9 10			
2. Awards (specify)	0 1 2 3 4 5 6 7 8 9 10			
3. Free Time	0 1 2 3 4 5 6 7 8 9 10			
4. Edibles (specify)	0 1 2 3 4 5 6 7 8 9 10			
5. Money	0 1 2 3 4 5 6 7 8 9 10			
6. Tokens	0 1 2 3 4 5 6 7 8 9 10			
7. Association with peers/friends	0 1 2 3 4 5 6 7 8 9 10			
8. Privileges (specify)	0 1 2 3 4 5 6 7 8 9 10			
Negative:				
9. Verbal Correction	0 1 2 3 4 5 6 7 8 9 10			
10. Isolation	0 1 2 3 4 5 6 7 8 9 10			
11. Consequences (specify)	0 1 2 3 4 5 6 7 8 9 10			
12. Withdraw privileges (specify)	0 1 2 3 4 5 6 7 8 9 10			
13. Other	0 1 2 3 4 5 6 7 8 9 10			

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Vocational Interest and Ability Assessment Instruments Reviews

PURPOSE:

The purpose of the following vocational assessment reviews is to provide an awareness of some of the current vocational assessment instruments in use at this time. These reviews are intended to be basic introductions to these instruments and not comprehensive descriptions. These reviews should not be the sole basis for the selection of an instrument. Before any instrument is selected for use, a further review of the literature is suggested.

It is hoped that this handbook will be used as an expanding document. It is designed so new reviews of additional assessment instruments can be added to it. Blank review sheets have been provided for this purpose at the end of this section.

DEFINITIONS OF TERMS:

So you can better understand the reviews of these assessment instruments, the following definitions of the review criteria have been provided:

TITLE - is the name and acronym for the assessment.

COPYRIGHT - is the latest copyright date.

VENDER - is the publisher or source from which the instrument can be obtained.

TYPE/USE OF INSTRUMENT - is the intended use or purpose of the instrument. This information is generally taken from the instrument's manual.

TARGET POPULATION - is a description of the clients the instrument is designed to assess. In most cases, this is obtained from the instrument's manual.

INSTRUMENT FORMAT - is a description of the activities required of the assessee during the use of the instrument.

SCORING - indicates the method(s) of scoring available. Self scoring means that the person assessed can also score the instrument. Hand scoring means the assessment administrator can score the instrument. Computer scoring means that the instrument can be computer scored through a scoring service. Observational scoring means that the administrator's observations of the assessee are important for scoring.

INTERPRETIVE FORMAT - describes the method by which the results are organized and presented.

READING LEVEL - is an estimate of the instrument's general reading level. The estimate is made by considering both the stated reading level in the instrument's manual and analyzing the instrument with the Rudolf Flesch Method of Evaluating Readability. The reading levels are accurate to only plus or minus two grade levels, but they do provide an indication of the general readability of the instrument.

ADMINISTRATIVE TIME - is the time it would probably take to administer the instrument. This estimate is arrived at by consulting the instrument's manual, reviewing the literature and through actual administration times.

NOTES - is space provided for recording additional facts of personal interest for the reader.

There are several other major factors to consider in analyzing assessment instruments which are not covered by these reviews, such as, reliability, validity, and cost. These reviews are intended as introductions to these assessments and it is strongly recommended that they be supplemented by a direct personal review of the instruments, the instrument's manual and pertinent literature before any instrument is selected for use.

It is hoped that this collection of reviews will both broaden your awareness of available instruments and help you in the selection of vocational assessment instruments that will best meet your needs.

Title: Appraisal of Occupational Attitudes

Copyright: 1971

Vender: Houghton Mifflin

Type/Use of Instrument: Abilities test for office tasks, pre-employment assessment.

Target Population: Adults.

Instrument Format: Eight separate timed tests; six tests of four or five minutes each on checking letters, checking numbers, filing names, filing numbers, posting names, posting numbers; a thirty minute arithmetic computation/reasoning test and a thirty-five minute desk calculator test.

Scoring: Hand.

Interpretive Format: A formula is used to evaluate the number of correct responses. Separate norms are used to score male and female results.

Reading Level: Directions are at the 7th grade level. The math and desk calculator tests are at 12th grade level.

Administrative Time: 90 to 120 minutes (1-1/2 to 2 hours).

Title: Aptitude Test for Occupations

Copyright: 1951

Vender: CTB/McGraw-Hill

Type/Use of Instrument: Abilities assessment.

Target Population: Grades 9 to 13 and adults.

Instrument Format: Six timed abilities tests; personal-social, mechanical, general sales, clerical, routine computational, and scientific. Tests can be administered separately or in any combination. A test administrator is needed to read the directions.

Scoring: Hand, self or computer.

Interpretive Format: Combined, male and female norms. Gives occupational lists for each of the six ability scales and occupational lists for every combination of two of the six abilities.

Reading Level: 7th to 8th grade level.

Administrative Time: The testing time is 107 minutes. The total administration time is about 140 to 150 minutes (2 1/2 hours). Each subtest takes 12 to 20 minutes.

Notes:

Title: ASVAB - Armed Services Vocational Aptitude Battery

Copyright: Unknown

Vender: Department of Defense (contact local armed forces recruiters.)

Type/Use of Instrument: Abilities assessment.

Target Population: Grades 11 and 12 and adults.

Instrument Format: Twelve tests in six vocational areas; electronics, general mechanical, motor mechanical, clerical, administrative and general technical. The test is administered by armed forces recruiters at no cost. The administration is usually done in a large group setting.

Scoring: Computer scored with about thirty days required for the return of the results.

Interpretive Format: Each student receives a booklet with brief explanations of the five areas tested and a bar graph giving the student's percentile score. Counselor manuals are available.

Reading Level: 10th to 12th grade. The reading level varies for the different subtests.

Administrative Time: 180 minutes (3 hours).

Notes:

Title: BEST - Basic Employability Skills Test

Copyright: 1981

Vender: Educational Catalysts

Type/Use of Instrument: Abilities assessment.

Target Population: Grades 9-12 and adults.

Instrument Format: This instrument uses 26 separate tests to measure 28 ability factors. A wide variety of test equipment is used including paper and pencil, spatial dexterity, strength, and academic tests. A table and floor space is needed. The test equipment is the same as that for the PASS.

Scoring: Computer

Interpretive Format: The three-page computer printout is based on the Dictionary of Occupational Titles (D.O.T.) format. The information includes physical condition limitations, working condition limitations, abilities and data people-things factors. This computer printout requires the user to purchase an Apple II computer and printer. The BEST system includes the software to run the computer program and produce the printout mentioned above.

Reading Level: Non-reading for most of the tests but these are some academic tests, which require reading.

Administrative Time: 300 to 360 minutes (5 to 6 hours).

Notes:

Title: BOLT - Basic Occupational Literacy Test

Copyright: 1973

Vender: U.S. Department of Labor

Type/Use of Instrument: Abilities assessment.

Target Population: Educationally disadvantaged young adults and adults.

Instrument Format: The instrument has consumable insert answer sheets and reusable question booklets. There are four different tests each a different degree of difficulty for Reading Vocabulary, Reading Comprehension and Arithmatic Computation. There are three difficult levels of the Arithmetic Reasoning Test. These assessments are meant to compliment the NATB or spanish version of the GATB.

Scoring: Hand or computer.

Interpretive Format: The results of this instrument are stated in General Educational Development (GED) levels as defined by the Dictionary of Occupational Titles. Converson tables are available to give estimated of grade level equivalents.

Reading Level: Reading levels vary from 1st to 11th grade depending on which level of the test is being administered.

Administrative Time: Testing time is 90 minutes (1-1/2 hours). Administration time is 150 minutes (2-1/2 hours).

Notes:

Title: Bennett Test of Mechanical Comprehension

Copyright: 1969

Vender: The Psychological Corporation

Type/Use of Instrument: Abilities assessment.

Target Population: Grades 9 to 12 and adults.

Instrument Format: Examiner reads the instructions and times the test. There are 68 pictured situations with a three choice question pertaining to each picture.

Scoring: Hand or computer.

Interpretive Format: A raw score and a percentile score are obtained. Tables are given in the manual to match the scores to several occupational categories. Also, the scores can be matched for probable success in selected mechanical training programs.

Reading Level: 5th grade.

Administrative Time: 30 minutes testing time.

Notes:

Title: Camelot Behavioral Checklist

Copyright: 1974

Vender: Camelot Behavioral Systems

Type/Use of Instrument: Abilities assessment.

Target Population: Mentally retarded young adults and adults.

Instrument Format: This instrument has 399 criteria questions divided into ten subgroups. A person observes the client and rates on a "yes" "no" basis if the client can perform the criteria skill. The ten subgroups are self-help, physical development, home duties, vocational behaviors, economic behaviors, independent travel, numerical skills, communication skills, social behaviors and responsibility.

Scoring: Observational and hand.

Interpretive Format: The student can be rated on an overall adaptive behavior scale, and also on each of the ten subscales. These ratings are on a comparison for a retarded population. The assessment can be used as a criteria reference instrument as well.

Reading Level: Non-reading for the student.

Administrative Time: 20 minutes

Notes:

Title: CASE - Career Assessment Survey Exploration

Copyright: 1980

Vender: American Assessment Corporation

Type/Use of Instrument: Interest assessment.

Target Population: Grades 9 to 12, especially educationally disadvantaged.

Instrument Format: A filmstrip with 156 pictured occupations is used with a cassette tape which has corresponding work setting sounds. The individual views each picture frame and listens to the corresponding work sounds then answers on a scoring sheet if they like, dislike or don't know how they feel about the occupation.

Scoring: Hand or self.

Interpretive Format: This instrument uses the same thirteen occupational clusters which are presented in the Occupational Outlook Handbook (OOH). The score for each cluster is the number of corresponding pictures for which the individual indicated that he/she liked the occupation. A high "don't know" scores for a cluster indicates a lack of awareness of that cluster.

Reading Level: Non-reading, pictorial.

Administrative Time: 20 to 25 minutes.

Notes:

Title: COPS - Career Occupational Preference System

Copyright: 1975

Vender: EDITS

Type/Use of Instrument: Interests assessment

Target Population: Grades 9 to 16 and adults.

Instrument Format: The student responds to 168 occupational activity questions by marking to what degree he/she would like doing the activity. A four choice scale of like very much, like somewhat, dislike somewhat and dislike very much is used. A shorter, lower reading level and easier self scoring version is available called Form R. Also, there is a spanish version called the SPOC.

Scoring: Self or hand.

Interpretive Format: Fourteen scales are set on a normed graph representing the following categories; science professional, science skilled, outdoor, technology professional, technology skilled, consumer economics, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. A list of related occupations accompanies each scale.

Reading Level: 12th grade (Form R - 7th grade).

Administrative Time: 30 to 40 minutes.

Notes:

Title:	COPS II Intermediate, Career Occupational Preference System
Copyright:	1976
Vender:	EDITS
Type/Use of Instrument:	Interests assessment.
Target Population:	Elementary grade students, or higher grade students with reading problems.
Instrument Format:	Student responds to multiple choice questions of different types. There are pictures to help the student with the written questions.
Scoring:	Self or hand.
Interpretive Format:	The results give a relative number ranking score for each of its fourteen career clusters, which are; science professional, science skilled, technology professional, technology skilled, consumer, economics, outdoor, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. There is a list of occupations for each cluster.
Reading Level:	6th to 8th grade.
Administrative Time:	20 to 30 minutes.
Notes:	

Title: CAPS - Career Ability Placement Survey

Copyright: 1976

Vender: EDITS

Type/Use of Instrument: Abilities assessment.

Target Population: Grades 9 to 16 and adults.

Instrument Format: Eight five minute timed tests using pictorial situations or problem questions. The eight abilities assessed are mechanical reasoning, spatial relations, verbal reasoning, language usage, numerical ability, word knowledge, perceptual speed and accuracy, manual speed and dexterity. An administration tape is available.

Scoring: Computer, hand or self.

Interpretive Format: A normed graph is given matching the students abilities to fourteen occupational category scales; science professional, science skilled, technology professional, technology skilled, consumer economics, outdoor, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. There is an occupational list for each of the categories. Norms are available for eighth through twelfth grade students.

Reading Level: The questions and direction formats are at the 4th grade level. The word knowledge section has vocabulary of various levels including college level vocabulary.

Administrative Time: Each of the eight tests take 5 minutes. Total administration is 50 to 60 minutes.

Notes:

Title:	Career Assessment Inventory
Copyright:	1975
Vender:	Interpretive Scoring Systems
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	305 questions which are rated on a five choice scale from like very much to dislike very much.
Scoring:	Computer with printout available.
Interpretive Format:	The responses are rated on six theme areas: realistic, investigative, artistic, social, enterprising, and conventational. Also, the student is rated on twenty-two general occupational areas and forty-nine specific occupations.
Reading Level:	10th to 11th grade level.
Administrative Time:	About 30 to 40 minutes.
Notes:	

Title: COATS - Comprehensive Occupational Assessment and Training System

Copyright: 1975

Vender: PREP

Type/Use of Instrument: Job matching interests and worksamples abilities assessment.

Target Population: Grades 9 to 12 and adults.

Instrument Format: The job matching section presents a series of slide pictures of occupational activities and the student marks whether or not he/she would like to do the activity. The student can also be assessed on the amount of his/her experiences with these pictured activities.

There are also several occupational activity kits (work samples). These worksamples can be used as an evaluation of the student's abilities for certain occupations.

Scoring: Computer for the job matching section. The work samples are evaluated by hand and observation.

Interpretive Format: The student is given a graph which shows his/her likes and dislikes in raw form. Also, the student's responses are matched to selected occupations. The student's experience level can be obtained for these occupations also.

The worksamples have some evaluative criteria and suggestions of what an evaluator should be noting.

Reading Level: Non-reading.

Administrative Time: 40 minutes for the job matching section (interest assessment). The worksamples vary in administration time, but each takes over an hour.

Notes:

Title: Crawford Small Parts Dexterity Test

Copyright: 1956

Vender: The Psychological Corporation

Type/Use of Instrument: Abilities assessment.

Target Population: Adult industrial workers.

Instrument Format: A small board is used to test dexterity. The kit has small tools, small pins, screws and collars which are assembled and placed in holes in a board during the test. The test criteria is the time it takes to finish each task series.

Scoring: Hand and observation.

Interpretive Format: The student's performance can be compared to several percentile normed groups. The male normed groups are unselected applicants, war veterans, technical students and academic students. The female normed groups are assembly job applicants, factory applicants, hourly employees, and employed assemblers.

Reading Level: Non-reading.

Administrative Time: 5 to 15 minutes.

Notes:

Title: Curtis Interest Scale

Copyright: 1959

Vender: Psychometric Affiliates

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 12 and adults.

Instrument Format: The student rank orders ten activities for each of the ten occupation areas. The ten areas are: business, mechanics, applied arts, direct sales, production, science, entertainment, interpersonal, computational and farming.

Scoring: Self or hand.

Interpretive Format: The student gets a graphed rating in the eight interest areas of applied arts, business, computation, direct sales, entertainment, farming, interpersonal, mechanics, production, and science.

Reading Level: College level.

Administrative Time: 8 to 15 minutes.

Notes:

Title: D.A.T. - Differential Aptitude Test

Copyright: 1972

Vender: The Psychological Corporation

Type/Use of Instrument: Abilities assessment.

Target Population: Grades 8 to 12.

Instrument Format: Test questions in eight areas: verbal reasoning, numerical ability, abstract reasoning, clerical, speed and accuracy, mechanical reasoning, space relations, spelling and language usage. Various paper and pencil formats are used.

Scoring: Hand and computer.

Interpretive Format: Gives normed percentile report for each ability area. Additional career planning activity materials are available. Norms are available for males and females grades eight to twelve.

Reading Level: 6th or 7th grade for the question formats, however, some of the questions require much higher reading levels for answering the questions.

Administrative Time: 240 minutes (4 hours).

Notes:

Title: Employee Aptitude Survey - E.A.S.

Copyright: 1963

Vender: Psychological Services, Inc.

Type/Use of Instrument: Abilities assessment.

Target Population: Adults

Instrument Format: There are ten separate work related performance tests. The ten test are verbal comprehension, numerical ability, visual pursuit, visual speed, reasoning, verbal reasoning, work fluency, manual speed and accuracy and symbolic reasoning. Each timed test is on a two page format; one page of directions and one page of questions. All or any number of the ten tests may be administereed to an individual. Tests may be given on an individual or group basis.

Scoring: Hand or computer.

Interpretive Format: Norms are available in the technical manual for fifty occupational and educational groups. Not all ten tests need to be administered to norm an individual against each occupational group. The occupational norms give percentile ratings for only the skills that are appropriate to that specific occupation. The educational norms give percentile ratings for all ten tests.

Reading Level: 7th grade.

Administrative time: Nine of the ten timed test are five minutes in length. One test is a four minute test. Therefore, total administration testing time would be 60 minutes to 90 minutes.

Notes:

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Title: GATB - General Aptitude Test Battery (NATB - Non-Verbal Aptitude Test Battery is a variance of the GATB)

Copyright: 1979 (revised edition)

Vender: U.S. Department of Labor.

Type/Use of Instrument: Abilities assessment.

Target Population: 16 year olds to adults.

Instrument Format: Twelve tests - eight written tests and four dexterity tests using pegboards. All tests are timed. The complete test must be given in a group setting of at least three people. Strict testing procedures must be followed. A spanish version is available.

Scoring: Hand or computer.

Interpretive Format: Nine scales are given which can be matched to sixty occupational aptitude patterns. These can then be related to specific occupations. The norms are for adults.

Reading Level: Students must have at least a 6th grade reading level to take the GATB. The NATB is a non-reading variation of the GATB.

Administrative Time: 180 minutes (3 hours).

Notes:

Title: Geist Picture Interest Inventory

Copyright: 1959

Vender: Western Psychological Service

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 12 and adults.

Instrument Format: Forty-four forced choice questions. Three job activity picture choices are presented with each question. The student selects the picture which represents his/her favorite activity of the three. A spanish version is available.

Scoring: Computer or hand.

Interpretive Format: The student's responses are plotted on a "percentage of total possible" chart. There are eleven interest areas: persuasive, clerical, mechanical, dramatic, musical, scientific, outdoor, literacy, computational, artistic and social service.

Reading Level: Pictorial response choices, but the questions are written at about the 7th grde level.

Administrative Time: 10 to 25 minutes.

Notes:

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Title: Gordon Occupational Checklist

Copyright: 1963

Vender: Harcourt, Brace, Jovanovich Inc.

Type/Use of Instrument: Interests assessment.

Target Population: Non-college bound high school students.

Instrument Format: The student indicated job activities he/she likes and that he/she especially likes from a list of 240 activities. Also, the student self reports his/her favorite job.

Scoring: Hand.

Interpretive Format: The five occupational categories of business, outdoor, arts, technology, and service are used for evaluation. There are short occupational lists for each of these occupational categories.

Reading Level: 12th grade.

Administrative Time: 20 to 25 minutes.

Notes:

Title: Hackman-Gaither Vocational Interest Inventory

Copyright: 1968

Vender: Psychological Service Center of Philadelphia

Type/Use of Instrument: Interests assessment.

Target Population: Grades 6 to 16 and adults.

Instrument Format: 200 items - the subject rates each activity or occupation on a four choice scale of like versus dislike.

Scoring: Hand or computer.

Interpretive Format: The result format is a graph of eight interest categories: business contact, scientific technical, artistic, health and welfare, business clerical, mechanical, service and outdoor. An explanation of each area is available.

Reading Level: 7th grade.

Administrative Time: 30 to 40 minutes.

Notes:

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Title: HOOI - Hall Occupational Orientation Inventory

Copyright: 1971

Vender: Scholastic Testing Service

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 16 and adults.

Instrument Format: 345 items - the student responds to each of the items by rating them on a five point scale ranging from "essential" to "intolerable".

Scoring: Hand.

Interpretive Format: 23 scales: creativity-independence, risk, information-understanding, belongingness, security, aspiration, esteem, self-actualization, personal satisfaction, data orientation, routine dependence, object orientation, people orientation, location concern, aptitude concern, monetary concern, physical ability concern, environment concern, co-worker concern, qualifications concern, time concern, extremism and defensiveness.

Reading Level: 8th to 9th grade.

Administrative Time: 40 to 60 minutes.

Notes:

Title: Hand Tool Dexterity Test (Bennett)

Copyright: 1965

Vender: Psychological Corporation

Type/Use of Instrument: Abilities assessment.

Target Population: Adult industrial workers and applicants.

Instrument Format: A board with various sized bolts and nuts is used to assess hand dexterity. The student moves the bolts and nuts from one side of the board to the other using common wrenches which are provided in the kit. The assessment is timed to completion.

Scoring: Hand and observational.

Interpretive Format: The norms which are provided southern plant workers, electrical workers, airline engine mechanics, apprentice welders, manufacturing workers, manufacturing applicants, male vocational high school students and high school drop-outs. Comparisons to the norm groups are on a percentile basis.

Reading Level: Non-reading.

Administrative Time: 10 to 20 minutes.

Notes:

Title: How Well Do You Know Your Interests?

Copyright: 1974

Vender: Psychologists and Educators, Inc.

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 12 and adults.

Instrument Format: The instrument comes in different editions: personnel, college and secondary school. All three use the same format for their 120 questions. Each written activity question is rated by the student on a six point scale ranging from "like tremendously" to "dislike tremendously".

Scoring: Hand.

Interpretive Format: The results cover ten vocational interest domains: business, mechanical, outdoor, service, research, visual art, amusement, literacy, music and general work attitudes. The scores can be compared with norms for the general population or with the norms for eight academic and vocational sub-groups. All are normed on a percentile basis.

Reading Level: 7th grade.

Administrative Time: 15 to 20 minutes.

Notes:

Title: IDEAS

Copyright: 1977

Vender: Interpretive Scoring Systems

Type/Use of Instrument: Interests assessment.

Target Population: Grades 7 and 8.

Instrument Format: One page of questions which are rated on a five choice scale from "like very much" to "dislike very much".

Scoring: Self or hand.

Interpretive Format: Separate scales are presented for males and females. The responses are rated on fourteen work area scales. The fourteen work scales are: mechanical, electronics, nature, science, numbers, writing, arts, social service, child care, medical service, business, sales, office practices, and food service. Each area has several related occupations.

Reading Level: 10th grade.

Administrative Time: 10 to 20 minutes.

Notes:

Title:	JVIS - Jackson Vocational Interest Survey
Copyright:	1978
Vender:	Research Psychologist Press, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 16.
Instrument Format:	289 forced choice pairs of work activities. The subject selects the most desirable activity of each of the 289 pairs.
Scoring:	Hand or computer.
Interpretive Format:	The student is rated on thirty-four interest scales of work roles and work styles (work environments). The format permits both combined sex and separate sex ratings for the scales.
Reading Level:	7th to 8th grade.
Administrative Time:	45 to 60 minutes.
Notes:	

Title:	JEVS - Jewish Employment and Vocational Service
Copyright:	Various, new worksamples are continually being developed.
Vendor:	Vocational Research Institute, Inc.
Type/Use of Instrument:	Worksamples (abilities) and interests assessments.
Target Population:	Adults.
Instrument Format:	There are worksamples for twenty-eight work activities areas. Each worksample's activities are similar to the job tasks of the occupation being assessed. The student is questioned after each worksample about the degree of enjoyment and interest he/she experienced while doing the worksample.
Scoring:	Hand and observation.
Interpretive Format:	Comparative ratings in various worker trait groups are available. The range of results depend on the number and particular worksamples used by the student. The students performance is evaluated observationally. The student's product is rated on set criteria by the evaluator. Interpretation and administration training is required by the vendor.
Reading Level:	Non-reading for some worksamples, but other work samples have various levels of readability.
Administrative Time:	6 to 7 days for a full assessment program. Each worksample requires a different assessment time period.
Notes:	

Title: JOB-O - Judgement of Occupational Behavior-Orientation

Copyright: 1978

Vender: CFKR Career Materials

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 12.

Instrument Format: A student answers nine questions and develops a number code from his/her responses. These are matched against interest patterns for 120 occupations to find similar interest patterned occupations. A spanish version is available.

Scoring: Self or hand.

Interpretive Format: The student can match his/her response to the patterns of 120 occupations to find occupations with similar interest patterns.

Reading Level: Mostly 7th grade, but some parts are 10th grade.

Administrative Time: 5 to 7 minutes to answer the questions and 20 to 30 minutes to do the job search.

Notes:

Title: Kuder General Interest Survey (Form E & CP)

Copyright: 1963 (Form E), 1974 (Form CP)

Vender: Science Research Associates, Inc.

Type/Use of Instrument: Interests assessment.

Target Population: Grades 7 to 12.

Instrument Format: The student makes choices to his/her most liked and least liked activities from traids of activities. The activities are very diverse. They include work activities, school activities, as well as, leasure time pursuits. The student does not mark with a pencil but rather punches holes in the answer areas with a large pin. There are 154 tirads.

Scoring: Hand (Form E), computer and hand (Form CP).

Interpretive Format: The interpretative format gives normed comparative ratings for the individual's responses in ten categories. The ten categories are outdoor, mechanical, computational, scientific, persuasive artistic, literary, musical, social science and clerical. The individual's rating on these scales are in percentiles. There are four norm groups; boys grades 6-8, girls grades 6-8, boys 9-12 and girls 9-12. Short occupational lists accompany each cluster.

Reading Level: 6th grade.

Administrative Time: 45 to 60 minutes.

Notes:

Title:	Kuder Occupational Interest Survey (Form DD)
Copyright:	1964
Vender:	Science Research Associates, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 11 to 16 and adults, oriented toward college bound students.
Instrument Format:	100 forced choice items of three activities each. The student selects a favorite activity, a least liked activity and leaves one item blank.
Scoring:	Computer or hand.
Interpretive Format:	There are 176 occupational scales in all, which are separately normed for men and women. There are scales for college success and study areas of potential interest also.
Reading Level:	6th grade.
Administrative Time:	30 to 40 minutes.
Notes:	

Title: McCarron-Dial System

Copyright: 1975, however different subtests have different copyrights.

Vender: McCarron-Dial Systems

Type/Use of Instrument: Abilities assessment.

Target Population: Disabled individuals, as well as, any individuals age 16 to adult.

Instrument Format: There are seven subtests which assess cognitive/spatial/verbal, sensory/motor and behavior/coping skills. Many of the assessments used are common psychological tests, others are motor performance and observational checklist which are unique to this system. The assessment subtests require the student to draw, identify pictures representing words, manipulate beads and bolts, balance, jump, walk a line, and identify objects by touch. These tests include, the WAIS, PPVT, Bender, MAND, OEI, BRS and Haptic.

Scoring: Hand, computer and observational.

Interpretive Format: The results give the individual's level of potential occupational involvement. The student is rated on the seven subtests for ability to work in the community as opposed to the need for sheltered employment. The student is also evaluated on his/her expected percent of minimum wage he/she will earn, a projection of the potential to increase his/her earnings in a year, and the probability of community employment in two years. If the machine scoring service is used a student's abilities can be evaluated for specific occupations.

Reading Level: Non-reading.

Administrative Time: 180 to 210 minutes (3 to 3-1/2 hours).

Notes:

Title: Micro Tower

Copyright: 1978

Vender: ICD Rehabilitation and Research Center

Type/Use of Instrument: Worksample evaluations (abilities).

Target Population: Educable mentally retarded to normal range adolescents and adults.

Instrument Format: 13 worksamples: want ads comprehension, message taking, payroll computation, making change, mail sorting, filing, zip coding, record checking, bottle capping and packaging, lamp assembly, electronic connector assembly, blueprint reading, and graphics illustration. Usually, group administered, but it can be administered individually.

Scoring: Hand and observational.

Interpretive Format: Each worksample's results are given a normed rating by quintiles for various occupational groups. There is an observation summary sheet to rate the individual on style of working and interaction with others. Selected occupations are normed for each worksample and if the complete series is administered there is an overall occupational potential evaluation system available.

Reading Level: Some subtests have technical reading levels, others have no reading.

Administrative Time: A full assessment takes 3 to 5 days. Individual subtest administration times range from 20 minutes to 2 hours with most taking about 45 minutes.

Notes:

Title: Minnesota Paper Form Test (Revised)

Copyright: 1970

Vender: Psychological Corporation

Type/Use of Instrument: Abilities assessment.

Target Population: Grades 9 to 12 and adults.

Instrument Population: The instrument has 64 picture puzzles. Each of these puzzles has several unassembled pictured puzzle shapes. The individual is to select the proper assembled puzzle shape from five choices which could be made from the criterion puzzle shapes. The picture shapes are drawn in a two dimensional format.

Scoring: Hand and computer.

Interpretive Format: The performance scores can be compared to percentile normed groups for 9th, 10th, 11th, and 12th grade students as well as several specific occupation norm groups, such as, production workers, electrical maintenance workers, chemical workers, aircraft company applicants and engineering applicants.

Reading Level: Non-reading.

Administrative Time: 25 minutes.

Notes:

Title: Minnesota Rate of Manipulation Tests

Copyright: 1969

Vender: Western Psychological Services

Type/Use of Instrument: Abilities assessment, pre-employment.

Target Population: Adult job applicants.

Instrument Format: Five timed dexterity tests involving the movement and manipulation of round blocks on a board. The tests are a placing test, a turning test, a displacing test, a one-hand turning and placing test, and a two-hand turning and placing test. The tests are timed to completion of the task.

Scoring: Hand, and observational.

Interpretive Format: The timed tests can be matched against performance norms developed from 3,000 adult unemployed people taken during the depression era prior to 1946. Another norm group was established in 1957 from 11,000 young adults. The norms are in a percentile format.

Reading Level: Non-reading.

Administrative Time: 20 to 35 minutes.

Notes:

Title:	Minnesota Spatial Relations Tests
Copyright:	1979
Vender:	American Guidance Service
Type/Use of Instrument:	Abilities.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	Four form boards are used in conjunction with small geometric shapes to test the student's ability to match shapes. The student moves the various shaped pieces from one board to the other board and places each shaped piece in the proper shaped cutout place. There are two trials of this task with different shapes in each trial. The tests are timed to completion.
Scoring:	Hand and observational.
Interpretive Format:	The student's times for completing the tasks can be matched to nine educational and industrial groups. The student's scores can be interpreted in percentiles for the various normed groups. The norm groups are 10th to 12th grade students, vocational technical, auto mechanics, building trades, drafting and design, machine trades, office workers, industrial workers and machinists.
Reading Level:	Non-reading.
Administrative Time:	10 to 20 minutes:
Notes:	

Title: MVII - Minnesota Vocational Interest Inventory

Copyright: 1965

Vender: Psychological Corporation

Type/Use of Instrument: Interests assessment.

Target Population: Non-college bound males 15 years old or older.

Instrument Format: 158 forced choice activity triads. The individual selects his/her most liked activity, least liked activity, and leaves the other activity blank in each of the triads.

Scoring: Hand or computer.

Interpretive Format: There are 21 occupational scales. The occupational scales are: baker, food service manager, milk wagon driver, retail sales clerk, stock clerk, printer, tab. machine operator, warehouseman, hospital attendent, pressman, carpenter, painter, plasterer, truck driver, truck mechanic, industrial education teacher, sheet metal worker, plumber, machinist, electronics and radio-TV repair. There are 9 work area scales: mechanical, health service, office work, electronics, food service, carpentry, sales office, clean hands work and outdoors.

Reading Level: About 8th to 9th grade.

Administrative Time: 45 to 50 minutes.

Notes:

Title: Occupational Interest Inventory

Copyright: 1956

Vender: CTB/McGraw-Hill

Type/Use of Instrument: Interests assessment.

Target Population: Grades 7 to 16 and adults.

Instrument Format: Two sections - one section has 240 forced choice pairs of questions and the other section has 30 forced choice triads of activities.

Scoring: Hand or computer.

Interpretive Format: Percentile scores are given for a variety of specific occupational fields, occupational types and broad occupational interest factors for the student.

Reading Level: 6th grade.

Administrative Time: 30 to 40 minutes.

Notes:

Title: OVIS - Ohio Vocational Interest Survey

Copyright: 1970

Vender: Harcourt, Brace, Jovanovich Inc.

Type/Use of Instrument: Interests assessment.

Target Population: Grades 8 to 12.

Instrument Format: 280 items. The subject rates each item on a five choice scale of liking versus disliking the activity.

Scoring: Computer.

Interpretive Format: 24 occupational activity scores, such as: mechanical work, mechanical, personal service, people/animal care, office work, inspecting, crafts, customers services, nursing, training, artistic, research, business, technical, agriculture, engineering, communications, managerial, beautician, selling, entertainment, education, supervision, and medical. The format is linked to the Dictionary of Occupational Titles worker trait group system.

Reading Level: 6th grade.

Administrative Time: 60 to 90 minutes (1 to 1-1/2 hours).

Notes:

Title: PAYES - Program for Assessing Youth Employment Skills

Copyright: 1979

Vender: Educational Testing Service

Type/Use of Instrument: Interests and work attitudes assessment.

Target Population: Adolescents and young adults with low reading skills.

Instrument Format: The instrument uses a combination of pictures and related questions which are read aloud to the individual as an assessment format. The recommended format is a small group administration of about twenty per administration.

Scoring: Hand.

Interpretive Format: The results are presented as a summation of weighted scores which can be reviewed to see whether or not the student falls in a high or low occupational readiness range. The areas assessed are work attitudes, cognitive development in relation to occupations and vocational interest.

Reading Level: Non-reading, orally read.

Administrative Time: No time limit. The time varies from test group to test group, but is usually less than 60 minutes.

Notes:

Title:	Pennsylvania Bi-Manual Worksample
Copyright:	1945
Vender:	American Guidance Service
Type/Use of Instrument:	Abilities assessment.
Target Population:	High school students and adults.
Instrument Format:	The student assembles and disassembles screw and nut assemblies as quickly as possible, then the parts are placed in holes in a board. These activities are timed to give finger speed and dexterity information. The tasks are timed to completion.
Scoring:	Hand.
Interpretive Format:	Percentile norms are provided for males, females, high school students and industrial workers.
Reading Level:	Non-reading.
Administrative Time:	15 to 20 minutes.
Notes:	

Title: PASS - Phoenix Ability Survey System.

Copyright: Unknown

Vender: Human Services Data Center.

Type/Use of Instrument: Abilities Assessment.

Target Population: Young adults and adults, including mentally or physically handicapped.

Instrument Format: The instrument has 26 separate tests which measure 28 abilities. The subtests are activity-oriented and use a wide variety of equipment. Table and floor space is needed to administer all the subtests. Examples of some of the abilities assessed are reading, language, numerical, lifting, precision speed, manual dexterity and hand-tool dexterity.

Scoring: Computer.

Interpretive Format: The computer printout presents the results in the Data-People-Things hierarchies of the Directory of Occupational Titles. This format then is the basis for selecting Worker Trait Groups and occupations from the D.O.T. Scores for each ability assessed is also presented on the printouts.

Reading Level: Non-reading through most of the subtests; however, there are some reading and writing performance subtests.

Administrative Time: 300 to 360 minutes (5 to 6 hours).

Notes:

Title: PIES - Picture Interest and Exploration Survey

Copyright: 1974

Vender: Educational Achievement Corporation

Type/Use of Instrument: Interests assessment.

Target Population: Grades 7 to 16 and adults.

Instrument Format: The individual views 156 slides of various job situations and marks if he/she would like to do the work in the picture. A filmstrip viewer and cassette player are needed. The slides picture the hands of an individual doing the criteria tasks and not a full body view. This is in an effort to avoid sex identification of the pictured individuals.

Scoring: Self or hand.

Interpretive Format: The student is given the related occupations from the activities that he/she selected. Also, the student is rated on thirteen occupational clusters.

Reading Level: Non-reading, pictorial.

Administrative Time: About 30 minutes.

Notes:

Title: PIC - Pictorial Inventory of Careers

Copyright: 1978

Vender: Diversified Counseling Services

Type/Use of Instrument: Interests assessment.

Target Population: Academically disadvantaged young adults and adults.

Instrument Format: This instrument uses slide pictures of individuals performing specific tasks or certain work environments. There are 119 such slides. The individual responds to a five choice scale of how strongly they like or dislike the pictured situation. Eleven additional vocational situation statement slides are rated by the individual in a similar manner. These statements can be read to the student.

Scoring: Self or hand.

Interpretive Format: The interpretation format is based around eleven career clusters-Artistic/Creative, Business, Health Services, Mechanical, Numerical, Office/Clerical, Outdoor, Personal Services, Physical/Manual, Sales and Technical. The results are given for three factors - the individual's stated interest preference, an absolute score and a percentile rank. These three factors are given for all eleven career clusters. Thus, the scores for the clusters can be compared with each other on these three factors.

Reading Level: Non-reading, pictorial.

Administrative Time: 25 to 35 minutes.

Notes:

Title: PACG - Prevocational Assessment and Curriculum Guide

Copyright: 1978

Vender: Exceptional Education

Type/Use of Instrument: Abilities assessment.

Target Population: Mentally or physically handicapped young adults and adults.

Instrument Format: The observer rates the evaluatee on 84 questions in nine categories. The categories are attendance/endurance, independence, production, learning, behavior, communication skills, social skills, grooming/eating, and toileting skills.

Scoring: Hand and observational.

Interpretive Format: The scores on the nine categories can be compared on a chart to determine what percentage of workshop level performance could be expected from the individual. The interpretation results can be used to predict success in a workshop setting. Suggestions for remedial curriculum goals are available.

Reading Level: Non-reading for evaluatee.

Administrative Time: 10 to 20 minutes to complete the form.

Notes:

Title: Project Discovery

Copyright: 1979

Vender: Far West Laboratory

Type/Use of Instrument: Worksamples (abilities) and interest, primarily work exploration.

Target Population: Grades 9 to 15.

Instrument Format: Hands-on simulated work tasks in 32 work activities areas. It gives the student a limited experience in these work area activities.

Scoring: Hand and observational.

Interpretive Format: Student self assesses his/her work and is rated by the examiner. The evaluations are subjective. There are subjective evaluations criteria, but there are no norms on performance or specific performance criteria. The student is asked to self report enjoyment and interest in occupations after he/she completes each activity project.

Reading Level: 5th to 6th grade, but a special "handicapped" version is written at the 4th to 5th grade level.

Administrative Time: Varies with each worksample the individual uses, usually the administrative time is well over an hour for each worksample.

Notes: 107

Title: Purdue Pegboard

Copyright: 1968

Vender: Science Research Associates

Type/Use of Instrument: Abilities assessment and pre-employment assessment.

Target Population: Adults.

Instrument Format: A small pegboard, washers, pegs and "collars" are used in short timed tests. The student manipulates the pieces in different ways. The individual moves the pegs right hand only, left hand only, both hands together, and then finally makes four piece assemblies from all the pieces. The tasks are timed for 30 seconds, except the assemblies, which are timed for a minute.

Scoring: Hand and observational.

Interpretive Format: Norms for selected occupational categories and both sexes are available. The assessment results give indications of eye-hand coordination and finger dexterity. The norm groups that are available are industrial applicants and veterans and college students for men and industrial applicants and college students for women.

Reading Level: Non-reading.

Administrative Time: 10 to 25 minutes.

Notes:

Title: Reading-Free Vocational Interest Inventory

Copyright: 1973

Vender: American Association on Mental Deficiencies

Type/Use of Instrument: Interests assessment.

Target Population: High school, educable mentally retarded.

Instrument Format: There are separate male and female forms. For the male form there are 165 pictured activities. For the female form there are 120 pictured activities. In both forms the pictures of occupational activities are grouped in triads. The student selects the picture of the activity he/she likes best in each triad.

Scoring: Hand.

Interpretive Format: There are eleven occupational clusters given for the male form and eight for the female form. The male occupational clusters are automotive, building trades, clerical, animal care, food service, patient care, horticulture, janitorial, personal service, laundry service and materials handling. The female occupational clusters are laundry service, light industrial, clerical, personal service, food service, patient care, horticulture and housekeeping. The norms are for educable mentally retarded individuals.

Reading Level: Non-reading.

Administrative Time: 15 to 25 minutes.

Notes:

Title: SFVCS - San Francisco Vocational Competency Scale

Copyright: 1968

Vender: Psychological Corporation

Type/Use of Instrument Abilities assessment.

Target Population: Mentally retarded adults.

Instrument Format: A person familiar with the evaluatee's work performance rates the assessed individual on 30 work relevent questions. Each question has four or five responses from which the evaluator can choose. An overall score can be computed from the responses to these questions.

Scoring: Hand.

Interpretive Format: The individual's score can be compared on a percentile basis with a norm group of workshop people.

Reading Level: Non-reading for the assessed person.

Administrative Time: 5 to 15 minutes.

Notes:

Title: SAAS - Self Appraisal and Assessment Structure

Copyright: 1969, (1974 for picture version)

Vender: Stanley R. Ostrom

Type/Use of Instrument: Interests and abilities assessment.

Target Population: Grades 7 to 12.

Instrument Format: Self ability assessment through a seven choice scale for eight areas: scientific, mechanical, clerical, computational, sales, social service, verbal and the arts. Also four scales "related to academic level", academic, motivation, energy, output and organization. There is an interest self-assessment section which has the individual use a five point preference rating scale for the eight areas mentioned above.

Scoring: Self.

Interpretive Format: The individual uses his ratings to start a self awareness, self exploration unit. The activity booklets help the student to organize and explore his/her occupational interest and abilities through a workbook format. Supplementary occupational information is available.

Reading Level: 7th to 9th grade, supplementary pictures available with picture version.

Administrative time: 60 minutes (1 hour).

Notes:

Title: SDS - Self-Directed Search

Copyright: 1970

Vender: Consulting Psychologists Press

Type/Use of Instrument: Interests and abilities assessment.

Target Population: Grades 9 to 16 and adults.

Instrument Format: There are questions of varying styles for occupational daydreams, activities, competencies, occupational interests and self-estimates.

Scoring: Self.

Interpretive Format: Using the John Holland six personality type theory; realistic, investigative, artistic, social, enterprising and conventional as a format, the instrument comes out with a rating score for each personality type. It matches these types to lists of occupations with similar type factors. There are 500 occupations in the job finder booklet. The booklet classifies the occupations by the personality factors required for their enjoyment.

Reading Level: 8th to 9th grade.

Administrative Time: 60 to 120 minutes (1 to 2 hours).

Notes:

Title: Singer Work Samples

Copyright: Varies with each worksample

Vender: Singer Career Systems

Type/Use of Instrument: Worksamples (abilities) assessment.

Target Population: Grades 9 to 12 and adults.

Instrument Format: 20 different worksamples that allow the individual to experience and perform on a limited basis the actual work activities of a given occupational area. Each worksample is a kit with the tools and directions for the activities to be performed. The directions are audio-visual.

Scoring: Hand and observation.

Interpretive Format: The evaluation is by self reporting by the individual and performance evaluation by the administrator. The manual gives suggestions for performance and observational scoring criteria. Supplementary audio-visual career exploration systems are available.

Reading Level: Varies with each worksample from a high reading level to nearly no reading.

Administrative Time: 90 to 180 minutes (1-1/2 to 3 hours) for each worksample.

Notes:

Title: SPIB - Social Prevocational Information Battery

Copyright: 1979

Vender: CTB/McGraw-Hill

Type/Use of Instrument: Abilities, knowledge of job search and job behavior skills.

Target Population: EMR students in grades 7 to 12. The SPIB-Form T is designed for TMR students.

Instrument Format: There are nine tests based on a true and false format which are administered orally. Two of these subtests directly relate to employability. The other subtests relate to various survival skills. Each subtest can be given separately.

Scoring: Hand or computer.

Interpretive Format: The results for each subtest can be compared by percentile ranking to senior high school and junior high school EMR performances. Also, there is a raw percentage score graph for each subtest as a convenience to the reviewer.

Reading Level: Non-reading.

Administrative Time: Seven of the nine subtests take 15 to 25 minutes. The total testing time for the 2 employability subtests is 30 to 50 minutes. Total administration time is 135 to 225 minutes.

Notes:

Title: Stromberg Dexterity Test

Copyright: 1947

Vender: Psychological Corporation

Type/Use of Instrument: Abilities assessment.

Target Population: Adults and handicapped adults.

Instrument Format: This instrument consists of a board with 54 round blocks of three colors, red, yellow and blue. While standing, the examinee uses one hand to move the colored blocks into a three colored board under a timed situation and in a specified order. There are four timed trials, two practice and two timed for scoring.

Scoring: Hand.

Interpretive Format: The times of the third and fourth trials are added together and are counted as the score for the individual. These can be compared to handicapped and various industrial norms on a percentile basis.

Reading Level: Non-reading.

Administrative Time: 20 minutes.

Notes:

115

Title: SCVII - Strong Campbell Vocational Interest Inventory

Copyright: 1974

Vender: Interpretive Scoring System
Psychological Corporation

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 16 and adults.

Instrument Format: The individual responds to 325 activity items by stating how strongly they like or dislike each activity item.

Scoring: Computer.

Interpretive Format: The Holland six type personality trait of realistic, investigative, artistic, social, enterprising and conventional is used as a basis for the interpretive chart. The individual is rated on the six personality traits, twenty-three basic interest scales and 124 occupational scales.

Reading Level: 7th grade.

Administrative Time: 25 to 35 minutes.

Notes:

Title: S.A.V.E. Systematic Approach to Vocational Evaluation

Copyright: 1975

Vender: S.A.V.E. Enterprises

Type/Use of Instrument: Abilities and worksamples assessment.

Target Population: Adult population including handicapped.

Instrument Format: There are screening questions to rate students for GED level, interest, temperment, S.V.P. levels, and physical capacities. Next the student can be given worksamples to assess 46 of the 66 Worker Trait Groups of the Dictionary of Occupational Titles.

Scoring: Hand and observational.

Interpretive Format: This instrument relies heavily on a D.O.T. interpretive format. The Worker Trait Groups are the basis for matching individuals to potential jobs. Norms are available for handicapped and the general population.

Reading Level: Each worksample varies in the reading required.

Administrative Time: 2 to 5 days.

Notes:

Title: TAP - Talent Assessment Program

Copyright: 1979

Vender: Talent Assessment, Incorporated

Type/Use of Instrument: Abilities assessment

Target Population: Grades 7 to 12 and adults.

Instrument Population: The individual completes ten activity sub-assessments composed of various work boards and hands-on puzzles. The ten activities assess the following skills: structural and mechanical visualization, discrimination (3 subtests), dexterity - no tools (2 subtests), fine dexterity - with tools, dexterity with larger tools, visualizing flow-paths, retention of structural and mechanical detail.

Scoring: Hand.

Interpretive Format: The performances of the individual can be compared to five populations. The five populations are the 12th grade persons, junior high school persons, mentally retarded persons, alcoholics, and handicapped persons. The individual's performance can be compared on a percentile basis for these populations for all the ten assessments. This information is presented in a profile format.

Reading Level: Non-reading

Administrative Time: 120 to 180 minutes (2 to 3 hours)

Notes:

Title: Thurstone Interest Schedules

Copyright: 1947

Vender: Psychological Corporation

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 16 and adults.

Instrument Format: 100 non-forced choice occupational pairs. The student states they like one, both or none of the paired occupations.

Scoring: Hand and computer.

Interpretive Format: The profile gives ratings for ten occupational fields: physical science, biological science, computational, business, executive, persuasive, linguistic, humanitarian, artistic and muscial.

Reading Level: 9th grade.

Administrative Time: 10 minutes.

Notes:

Title:	Tool Tech Today
Copyright:	Unknown
Vender:	MIND
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	Audiovisual instructions for the use of tools are given to the individual. Over one hundred tools are covered in this manner. These tools are presented in sixteen groups which can be used singularly or in combination with each other. An observation procedure is outlined to evaluate tool proficiency, manual dexterity, discrimination techniques, memory and behavior.
Scoring:	Hand and observational.
Interpretive Format:	The observations by the evaluator can be related to occupations of potential abilities through the Dictionary of Occupational Titles Worker Trait Group format. This format relates specific tools used to relevant occupations.
Reading Level:	Non-reading.
Administrative Time:	Various time limits are required for each lesson. Most are 20 to 40 minutes.
Notes:	

Title: USES Interest Inventory

Copyright: 1981

Vender: U.S. Department of Labor/U.S. Government Printing Office

Type/Use of Instrument: Interest assessment.

Target Population: High school students and adults.

Instrument Format: This instrument consists of 162 short activity questions. There is a three choice response format for each question. The assessee can respond with "like," "dislike" or "don't know" about the activity.

Scoring: Hand or computer.

Interpretive Format: The interpretation format is based on the twelve work areas of the Guide to Occupational Exploration (G.O.E.) The twelve areas are artistic, scientific, plants and animals, protective, mechanical, industrial, business detail, spelling, accommodating, humanitarian, leading influencing, physical performing.

Reading Level: 8th to 9th grade.

Administrative Time: 15 to 20 minutes.

Notes:

121

Title: Valpar Systems

Copyright: Varies with each subtest.

Vender: Valpar Company

Type/Use of Instrument: Abilities assessment, some worksamples and interest assessment.

Target Population: Adults, full functioning and disabled, subtest #17 is aimed toward the mentally and physically handicapped. #18 is designed for blind clients.

Instrument Format: 18 different worksample programs: small tools (mechanical), size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and aptitude, independent problem solving, multi-level sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, soldering and inspection (electronic), money handling, integrated peer performance, electrical circuitry and print reading, drafting, pre-vocational readiness battery, and a blind skill assessment.

Scoring: Hand and observation.

Interpretive Format: Rating norms for a variety of populations are available for most of the worksamples. Usually both industrial and disabled norms are available. The prevocational readiness battery gives an evaluation of overall independent work potential and has norms for handicapped and non-handicapped individuals.

Reading Level: No reading in many subtests, but others have technical reading material.

Administrative Time: Varies with the type and number of subtests given. Testing times for the various subtests range from 30 minutes to 4 hours.

Notes:

Title: VARS - Vocational Adaptation Rating Scales

Copyright: 1980

Vender: Western Psychological Services

Type/Use of Instrument: Abilities assessment.

Target Population: Mentally retarded adolescents and adults.

Instrument Format: This instrument contains 133 behavioral questions in six categories; verbal manners, communication skills, attendance and punctuality, interpersonal behavior, respect for property, rules and regulations, and grooming and personal hygiene. Each of these behavioral questions has a four choice response pattern for the frequency of the behaviors occurrence.

Scoring: Observational and hand.

Interpretive Format: This instrument allows you to generate two scores, a frequency score of the maladaptive behaviors and a severity score which reflects the importance of the different behaviors as they relate to increasing the likelihood of job termination. Scores are normed in deciles and percentiles. A level of employability is generated.

Reading Level: Non-reading.

Administrative Time: 30 to 40 minutes.

Notes:

Title: Vocational Capacity Scale

Copyright: Unknown

Vender: McDonald Training Center Foundation, Inc.

Type/Use of Instrument Abilities Assessment.

Target Population: Mentally retarded adults.

Instrument Format: The overall scale is developed from eight separate assessments. The assessments used are the Work Habits Rating Sheet, Physical Capacity Rating Form, General Health Reporting Form, Disc Assembly Test, Wells Concrete Directions Test, Vineland Social Maturity Scale, Pennsylvania Bi-Manual Worksample, Wide Range Achievement Test-Arithmetic. These assessments require observations, paper and pencil activities and manual dexterity activities.

Scoring: Hand and observational.

Interpretive Format: The norm group is mentally retarded adults 16 years old to 30 years old. The eight assessments are each given a weighted factor then the scored are summed to give an overall level of performance. This score is compared to a scale which has four classifications: Day Care, Sheltered Workshop, Borderline and Competitive.

Reading Level: Non-reading. The assessee is not required to read.

Administrative Time: 3 to 4 hours (180-240 minutes).

Notes:

Title: VIEWS - Vocational Information and Evaluation Work Samples

Copyright: 1976

Vender: Vocational Research Institute

Type/Use of Instrument: Worksamples (abilities) assessment.

Target Population: Mentally retarded adolescents and adults.

Instrument Format: Sixteen worksamples. Each worksample is patterned after specific work situations. The different worksamples assess for different occupational clusters. The worksamples have been adapted for the mentally retarded population.

Scoring: Hand.

Interpretive Format: The results are relate to four occupational areas and six worker trait groups. This system has also been used as a pre-training evaluation device at some sites. The occupational areas and worker trait groups are linked to the Dictionary of Occupational Titles.

Reading Level: Non-reading.

Administrative Time: 2-1/2 to 3 days for a full assessment program.

Notes:

Title: VII - Vocational Interest Inventory

Copyright: 1977

Vender: Career Decision Consultants of Seattle

Type/Use of Instrument: Interests assessment.

Target Population: Grades 9 to 12.

Instrument Format: 112 forced choice pairs. Fifty-six are activity pairs and 56 are occupational pairs.

Scoring: Computer.

Interpretive Format: Percentile results are given for eight interest areas: service, business contact, organization, technology, outdoor, science, general cultural, arts and entertainment. Related occupational data is given with the computer printout.

Reading Level: 12th grade.

Administrative Time: About 20 to 25 minutes.

Notes:

Title: VISA - Vocational Interest and Sophistication Assessment

Copyright: 1968

Vender: Mental Retardation Training Program

Type/Use of Instrument: Interests assessment.

Target Population: Retarded young adults.

Instrument Format: An occupational picture is presented and the student is asked to answer several questions to assess his/her knowledge of the pictured occupation, as well as, the student's level of interest in the task pictured.

Scoring: Hand and observation.

Interpretive Format: The student's responses are matched to several occupational areas. Different areas are matched for each sex. The male occupational areas are: farm/grounds, food service, garage, industry, laundry, maintenance, and materials handling. The female occupational areas are: business/clerical, food service, housekeeping and laundry/sewing.

Reading Level: Non-reading.

Administrative Time: Varies widely with different uses and subjects, usually over 60 minutes (1 hour).

Notes:

Title: Work Activities, Work Situations and Aptitude Checklist

Copyright: 1978

Vender: McKnight

Type/Use of Instrument: Interest and abilities assessments.

Target Population: Adult.

Instrument Format: These are short checklists which are completed by the student. There are ten to eleven questions in each checklist which the individual rates on a five point scale to indicate the degree to which the person likes or dislikes each of the activities. In the case of the Abilities Checklist the person rates their abilities as they think they compare to other people.

Scoring: Hand.

Interpretive Format: The activities relate to the U.S. Department of Labor's Worker Trait Group System. Each of the activities relate directly to specific worker trait groups. The directions suggest how the individual can explore the worker trait groups by using other McKnight reference materials.

Reading Level: 10-12th grade.

Administrative Time: 5 minutes each (15-20 minutes for all three checklists).

Notes:

Title:	WREST - Wide Range Employment Sample Test
Copyright:	1973
Vender:	JASTAK Associates, Inc.
Type/Use of Instrument:	Worksamples (abilities) assessment.
Target Population:	Educable Mentally Retarded individuals ages 16 to 55.
Instrument Format:	There are ten sheltered employment worksamples. The tasks are folding, stapling, packaging, measuring, assembling, tag stringing, pasting, collating, color and shading and pattern matching.
Scoring:	Hand and observational.
Interpretive Format:	Norms are provided for each worksample by sex and age. The norm groups range in age from 16 to 55 years old.
Reading Level:	Non-reading.
Administrative Time:	Each task takes 7 to 15 minutes. Total time 90 minutes (1-1/2 hours).
Notes:	

Title: WRIOT - Wide Range Interest-Opinion Test

Copyright: 1970

Vender: JASTAK, Inc.

Type/Use of Instrument: Interests assessment.

Target Population: Individuals ages 5 to 54 years old, particularly mentally retarded, emotionally disturbed, high school dropouts, and illiterate individuals.

Instrument Format: 450 pictures are presented in 150 combinations of three pictures each. The individual selects the pictured activity he/she most likes and the pictured activity he/she least likes of each triad.

Scoring: Hand or computer.

Interpretive Format: The results are graphed on 18 vocational interest areas and 8 work attitudes. The 18 areas have supplimentary data to relate each area to specific activities and occupations. The 8 work attitudes are defined as well. There are norms for males and females from age five to thirty-five and up.

Reading Level: Non-reading, pictorial.

Administrative Time: About 40 minutes.

Notes:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Format:

Scoring:

Interpretive Format:

Reading Level:

Administrative Time:

Notes:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Format:

Scoring:

Interpretive Format:

Reading Level:

Administrative Time:

Notes:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Format:

Scoring:

Interpretive Format:

Reading Level:

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Type/Use of Instrument:

Target Population:

Instrument Format:

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Interpretive Format:

Reading Level:

Administrative Time:

Notes:

Title:

Copyright:

Vender:

Type/Use of Instrument:

Target Population:

Instrument Format:

Scoring:

Interpretive Format:

Reading Level:

Administrative Time:

Notes:

ASSESSMENT REVIEW CHART

NAME	TYPE			TARGET POP. by grade level				SCORING			READING BY GRADE LEVEL				ADMIN. TIME IN MINUTES		
	INTERESTS	ABILITIES	DEVELOPMENT	K-8	9-12	ADULT	SPEC NEEDS	SELF	HAND	COMPUTER	NON	K-4	5-8	9-12	16-30	31-60	61 AND UP
APPRAISAL		X				X			X				X	X			X
APT. TEST		X			X	X		X	X	X			X				X
ASVAB		X			X	X				X				X			X
B.E.S.T.		X			X	X				X	X				X		X
BOLT		X			X	X	X		X	X		X	X	X			X
BENNETT		X			X	X			X	X			X		X		
CAMELOT		X	X		X	X	X	X			X				X		
C.A.S.E.	X				X			X	X		X				X		
COPS	X				X	X		X	X					X		X	
COPS II	X			X	X		X	X	X				X		X		
CAPS		X			X	X		X	X	X		X				X	
CAR. ASS. INV.	X				X	X				X				X		X	
COATS	X	X			X	X			X	X	X					X	X
CRAWFORD		X				X			X		X				X		
CURTIS	X				X	X		X	X					X	X		
D.A.T.		X		X	X				X	X			X				X
E.A.S.		X				X			X	X			X				X
G.A.T.B.		X			X	X			X	X			X				X
N.A.T.B.		X			X	X	X		X	X	X						X
GEIST	X				X	X	X		X	X	X				X		
GORDON	X				X					X				X	X		
HACKMAN	X				X	X			X	X			X			X	
H.O.O.I.	X				X	X			X					X		X	
HAND TOOL		X				X			X		X				X		
H.W.D.Y.K.	X				X	X			X				X		X		
IDEAS	X			X				X	X					X	X		
J.V.I.S.	X				X	X			X	X			X			X	
JEVS	X	X				X			X		X	X	X	X			X
JOB-O	X				X			X	X				X	X	X		
KUDER (CP & E)	X			X	X				X	X			X			X	
KUDER (DD)	X				X	X			X	X			X			X	
M.D.S.		X	X		X	X	X		X	X	X						X
MICRO TOWER		X			X	X	X		X		X	X	X	X	X	X	X
MINN. PAPER		X			X	X			X	X	X				X		
M.R.M.T.		X				X			X		X				X		
M.S.R.T.		X			X	X			X		X				X		
M.V.I.I.	X				X	X			X	X			X	X		X	
OCC. INT.	X			X	X	X			X	X			X			X	
O.V.I.S.	X			X	X					X			X				X
PAYES	X				X	X	X		X		X					X	

ASSESSMENT REVIEW CHART

NAME	TYPE			TARGET POP. by grade level				SCORING			READING BY GRADE LEVEL				ADMIN. TIME IN MINUTES		
	INTERESTS	ABILITIES	DEVELOPMENT	K-8	9-12	ADULT	SPEC NEEDS	SELF	HAND	COMPUTER	NON	K-4	5-8	9-12	16-30	31-60	61 AND UP
PENN. BI-MAN.		X			X	X			X		X				X		
P.A.S.S.		X			X	X	X			X	X						X
PIES	X			X	X	X	X	X	X		X				X		
P.I.C.	X				X	X	X	X	X		X				X		
P.A.C.G.		X	X		X	X	X		X		X				X		
PROJECT DIS.	X	X			X				X			X	X				X
PURDUE PEG.		X				X			X		X				X		
R.F.V.I.I.	X				X		X		X		X				X		
S.F.V.C.S.		X	X			X	X		X		X				X		
S.A.A.S.	X	X		X	X			X					X	X		X	
S.D.S.	X	X			X	X		X					X	X			X
SINGER		X			X	X			X			X	X	X			X
S.P.I.B.		X	X	X	X		X		X	X	X						X
STRM. DX. TEST		X				X	X		X		X				X		
S.C.V.I.I.	X				X	X				X			X		X		
S.A.V.E.		X				X	X		X		X	X	X	X			X
T.A.P.		X		X	X	X			X		X						X
THURSTONE	X				X	X			X		X				X	X	
TOOL TECH.		X			X	X			X		X				X	X	
USES INT. INV.	X				X	X			X	X				X	X		
VALPAR	X	X	X			X	X		X		X	X	X	X		X	X
V.A.R.S.		X			X	X	X		X		X					X	
VOC. CAP.		X				X	X		X		X						X
VIEWS		X			X	X	X		X		X						X
V.I.I.	X				X					X				X	X		
VISA	X				X	X	X		X		X						X
WK. ACT.	X	X				X			X					X	X		
WREST		X			X	X	X		X		X						X
WRIOT	X				X	X	X		X	X	X						X

VENDERS

American Assessment Corporation
P.O. Box 1125
Gardendale, Alabama 35071
CASE - Career Assessment Survey Exploration

American Association on Mental Deficiency
5101 Wisconsin Avenue, N.W.
Washington, D.C. 20016
Reading - Free Vocational Interest Inventory

American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014
Minnesota Spatial Relations Tests
Pennsylvania Bi-Manual Work Sample

Camelot Behavioral Systems
P.O. Box 3447
Lawrence, Kansas 66044
Camelot Behavioral Checklist

CFKR Career Materials
P.O. Box 4
Belmont, California 94002
JOB-O Judgement of Occupational Behavior-Orientation

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306
SDS - Self-Directed Search

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Aptitude Test for Occupations
Occupational Interest Inventory
SPIB - Social Prevocational Information Battery

Department of Defense
Washington D.C.
Make first contact with local recruiter
ASVAB - Armed Services Vocational Aptitude Battery

Diversified Counseling Service
10581 Ridgeway Drive
Santa Ana, California 92705
PIC - Pictorial Inventory of Careers

Edits
P.O. Box 7234
San Diego, California 92107
COPS - California Occupational Preference System
COPS - Intermediate - California Occupational Preference System
CAPS - Career Ability Placement Survey

Educational Achievement Corporation - PIES
P.O. Box 7310
Waco, Texas 76710
PIES - Picture Interest and Exploration Survey

Educational Catalysts
3487 Greer Road
Palo Alto, California 94303
BEST - Basic Employability Skills Test

Educational Testing Services
Cambridge Book Company
888 7th Avenue
New York, NY 10019
PAYES - Program for Assessing Youth Employment Skills

Exceptional Education
P.O. Box 15308
Seattle, Washington 98115
PACG - Prevocational Assessment and Curriculum Guide

Far West Laboratory - Project Discovery
1-681 Gabacho Drive
San Diego, California 92124
Project Discovery

Harcourt, Brace, Jovanovich, Inc.
757 Third Street
New York, N.Y. 10017
Gordon Occupational Checklist
OVIS - Ohio Vocational Interest Survey

Houghton Mifflin
777 California Avenue
Palo Alto, California 94304
Appraisal of Occupational Attitudes

Human Services Data Center
2 North Riverside Plaza, Suite 1102
Chicago, Illinois 60606
PASS - Phoneix Ability Survey System

ICD Rehabilitation and Research Center
3040 E. 24th Street
New York, N.Y. 10010
Micro Tower

Interpretive Scoring Systems
4401 W. 76th Street
Minneapolis, Minnesota 55435
Career Assessment Inventory
IDEAS
SCVII - Strong Campbell Vocational Interest Inventory

Jastak, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806
WREST - Wide Range Employment Sample Test
WRIOT - Wide Range Interest-Opinion Test

McCarron-Dial
P.O. Box 45628
Dallas, Texas 75245
McCarron-Dial System

McDonald Training Center Foundation, Inc.
4304 Boy Scout Boulevard
Tampa, Florida 33607
Vocational Capacity Scale

McKnight
Bloomington, Illinois 61701
Work Activities, Work Situations and Aptitude Checklist

Mental Retardation Training Program
Ohio State University
9 West Buttles Avenue
Columbis, Ohio 43215
VISA - Vocational Interest and Sophistication Assessment

MIND
181 Main Street
Norwalk, Conecticut 06851
Tool Tech Today

PREP
1575 Parkway Avenue
Trenton, NJ 08628
COATS - Comprehensive Occupational Assessment
and Training System

Psychological Corporation
757 Third Avenue
New York, NY 10017
Bennett Test of Mechanical Comprehension
Crawford Small Parts Dexterity Test
D.A.T. - Differential Apptitude Test
Hand Tool Dexterity Test (Bennett)
Minnesota Paper Form Test (Revised)
MVII - Minnesota Vocational Interest Inventory
SFVCS - San Francisco Vocational Competency Scale
Stromberg Dexterity Test
SCVII - Strong Campbell Vocational Interest Inventory
Thurstone Interest Schedules

Psychologists and Educators, Inc.
Jacksonville, Illinois 62650
How Well Do You Know Your Interests?

Psychological Service Center of Philadelphia
1422 Chestnut Street
Philadelphia, Pennsylvania 19102
Hackman-Gaither Vocational Interest Inventory

Psychological Services, Inc.
3450 Wilshire Blvd., Suite 1200
Los Angeles, California 90010
Employee Aptitude Survey - E.A.S.

Psychometric Affiliates
Box 3167
Munster, Indiana
Curtis Interest Scale

Research Psychologist Press, Inc.
P.O. Box 984
Port Huron, Michigan 48060
JVIS - Jackson Vocational Interest Survey

S.A.V.E. Enterprises
P.O. Box 5871
Rome, Georgia 30161
S.A.V.E. - Systematic Approach to Vocational Evaluation

Stanley R. Ostrom
P.O. Box 1423
San Jose, California 95109
SAAS - Self Appraisal and Assessment Structure

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106
HOOI - Hall Occupational Orientation Inventory

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606
Kuder General Interest Survey (Form E & CP)
Kuder Occupational Interest Survey (Form DD)
Purdue Pegboard

Singer/Career Systems
1333 Lawrence Expressway
Bldg. 100, Suite 109
Santa Clara, California 95051
Singer Work Samples

Talent Assessment, Incorporated
P.O. Box 5087
Jacksonville, Florida 32207
TAP - Talent Assessment Program

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212
GATB - General Aptitude Test Battery
NATB - Non-Verbal Aptitude Test Battery
BOLT - Basic Occupational Literacy Test

Valpar Corporation
3801 East 34th Street, Suite 105
Tucson, Arizona 85713
Valpar Systems

Vocational Research Institute, Inc.
Jewish Employment and Vocational Service
1624 Locust Street
Philadelphia, Pennsylvania 19103
JEVS - Jewish Employment and Vocational Service
VIEWS - Vocational Information and Evaluation Work Samples

Western Psychological Services
Box 775
Beverly Hills, California
Geist Picture Interest Inventory
Manipulative Aptitude Test
Minnesota Rate of Manipulation Tests
VARS - Vocational Adaptation Rating Scales
Vocational Interest Inventory

REFERENCES

American Guidance Service, Manual for The Minnesota Rate of Manipulation Tests, Circle Pines, Minnesota, 55014, 1969.

American Guidance Service, Manual for the Minnesota Spatial Relations Test, Publishers' Building, Circle Pines, Minnesota, 55014, 1979.

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U.S. Department of Labor, Exploring Careers, Washington D.C., 1979.

U.S. Department of Labor, Guide for Occupational Exploration, U.S. Employment Service, 1979.

U.S. Department of Labor, Manual for USES Basic Occupational Literary Test (BOLT), 1974.

U.S. Department of Labor, Manual for the USES General Aptitude Test Battery Section II: Occupational Aptitude Pattern Structure, Washington D.C., 1979.

U.S. Department of Labor, Manual for the USES General Aptitude Test Battery Section II-A: Development of the Occupational Aptitude Pattern Structure, Washington D.E., 1980.

U.S. Department of Labor, Manual for the USES General Aptitude Test Battery Section III: Development, Washington D.C., 1970.

U.S. Department of Labor, Occupational Assessment Handbook, U.S. Government Printing Office, Washington D.C., March, 1980.

U.S. Department of Labor, Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles, U.S. Employment Service, 1981.

Winefordner, David W., Career Information System Guide, McKnight Publishing Company, 1978.

Winefordner, David W., Worker Trait Group GUIDE, McKnight Publishing Company, 1978.